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ABSTRACT

These workshop materials, meant to accompany the trainer's manual to "Assessment: A Development Guidebook for Teachers of English-Language Learners," consist of individual sheets suitable for making clear transparencies and paper copies as needed for overhead transparencies, workshop participant handouts, and examples of performance-based tasks. The workshop materials help the teacher educator provide teachers of English language learners (ELLs) with information on the six most important aspects of assessment development: proven reform initiatives; content and performance standards; guidelines to consider when assessing ELLs; use of testing accommodations with ELLs; mechanisms that could be used when initially identifying ELLs; and elements to be included in databases for ELLs. (KFT)

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ED 440 547

ASSESSMENT

A Development Guidebook for Teachers of English-Language Learners

Workshop Materials

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Northwest Regional Educational Laboratory
Assessment and Evaluation Program

ASSESSMENT: A Development Guidebook for Teachers of English-Language Learners

WORKSHOP MATERIALS

- **Overhead Transparencies (OT)**
- **Participant Handouts**
- **Examples of Performance-Based Tasks**

These materials, part of the Trainer's Manual, but packaged separately, consist of individual sheets suitable for making clear transparencies and paper copies as needed.

workshops on assessment
for teachers of English-Language Learners

Assessment and Evaluation Program
Northwest Regional Educational Laboratory - 101 SW Main Street, Suite 500 - Portland, Oregon 97204

Overhead Transparencies

for

Workshop Introduction

WORKSHOP INTRODUCTION:
Preliminary Considerations—Agenda

Materials:

- Assessment guidebook (*Assessment: A Development Guidebook for English-Language Learners*)
- Participant handouts/checklists
- School's list of School Reform Initiatives
- School's list of Performance and Content Standards
- List of Accommodations
- School's Assessment Instruments used to initially identify ELLs
- Database checklist

	Topic
	Overview
I.	**School Reform Initiatives**
II.	**Performance and Content Standards** —Assessment Qualities —Performance Instruments —Levels of Proficiency
III.	**General Guidelines**
IV.	**Assessment Accommodations**
V.	**Assessment Instruments used to Initially Identify ELLs**
VI.	**Developing a Database**

- Assessments that measure performance or application of skills (not just recall or comprehension) that are **PERFORMANCE-BASED** are most effective for ELLs

- **HIGH STANDARDS** set for ELLs (whether proficient in English or not) in English literary and other academic areas, guide the development of the curriculum (remedial or basic skills curriculums are not effective)

- In rigorous academic environments, limited-English proficiency is **NOT AN OBSTACLE** in achieving high standards

- **INNOVATION** in organizing time and teaching resources fosters the acquisition of high learning expectations for ELLs

- Transition to all-English instruction is **CAUTIOUSLY PLANNED** and most often **INDIVIDUALIZED**

- Instructional preparation is often completed **WITH OTHER TEACHERS**

- **INNOVATION** in organizing time and teaching resources fosters the acquisition of high learning expectations for ELLs

- Transition to all-English instruction is **CAUTIOUSLY PLANNED** and most often **INDIVIDUALIZED**

- Instructional preparation is often completed **WITH OTHER TEACHERS**

- Schools attending to ELLs develop strategies for organizing the **POSITIVE INFLUENCES OF CULTURE, FAMILY, AND COMMUNITY** for their students' academic experience

- ELL students' academic success is increased by schools that pay attention to **NURTURING THE WHOLE CHILD**

- Performance-based assessments are systemically **ALIGNED WITH CONTENT STANDARDS AND LANGUAGE-DEVELOPMENT GOALS** for ELL students, including outcome assessments in the students' native language

"By defining what knowledge and skills should be learned

(CONTENT STANDARDS)

and

By setting the levels of student achievement

(PERFORMANCE STANDARDS)

you and your students will have clear parameters of teaching and learning expectations."

Assessments shall:

- Be the **SAME ASSESSMENTS** used to measure the performance of all children

- Be **ALIGNED** with challenging content and student-performance standards

- Provide **COHERENT INFORMATION** about student attainment of such standards

- Be used for purposes for which assessments are **VALID AND RELIABLE**

Assessments shall:

- Measure the **PROFICIENCY OF STUDENTS** in the academic subjects in which a state has adopted challenging content and student-performance standards

- Be administered at some time during **grades 3 to 5**, **grades 6 to 9**, and **grades 10 to 12**

- Involve **UP-TO-DATE MEASURES** of student performance

- Assessments for ELLs must provide **REASONABLE ADAPTATIONS & ACCOMMODATIONS**

- To the extent practicable, assessments for ELLs must be in the language and form most likely to yield **ACCURATE AND RELIABLE INFORMATION** on what students know and can do, to determine students' mastery of skills in subjects other than English

PERFORMANCE-BASED ASSESSMENT INSTRUMENTS

Examples of up-to-date measures of student performance include:

- **Criterion-referenced tests**
- **Multiple-choice tests**
- **Writing samples**
- **Completion of graphic representations**
- **Standardized tests**
- **Observation checklists**
- **Performance of exemplary tasks**
- **Performance events**
- **Portfolios of student work**

LEVELS OF PROFICIENCY

Three levels of proficiency have been developed for each rubric and scoring sheet that is presented in your guidebook, and are consistent with current federal legislation.

- **Partially proficient**
- **Proficient**
- **Advanced proficient**

If available, you may want to consider using those same levels of proficiency as prescribed by your state, district, or school performance standards.

- Even though students may have been taught the subject content in one language, this does not necessarily imply that testing should occur in that language

- To the extent possible, assessment for the purposes of identification and placement of ELL students should include some measure of their native-language proficiency

- Assessment should be in the language and form most likely to yield accurate and reliable information on what the ELL student knows and can do

- Students should be allowed to demonstrate what they can do in their own unique ways

THE READING SCORING RUBRIC

To assess the student's level of proficiency, use the rubrics for the 6 traits of reading on PAGES 29-34 and in APPENDIX A of your assessment guidebook.

BELOW IS THE RUBRIC FOR TRAIT #1

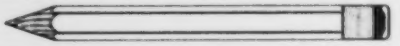
(See Appendix A in your assessment guidebook for detailed information on each trait)

1. READING: DECODING CONVENTIONS

Conventions are the "frame" for a text. They are the grammar and punctuation used to help clarify the ideas and messages. Conventions are also the "genre"—or type of a text. Some types of genres include: poetry, essay, fiction, and nonfiction. Conventions can also be the types of speech used in a text. Readers move between the types of conventions to decode different kinds of texts.

Score	Criteria
0	The student has no response or indicates "I don't know" (says it, writes it, shrugs shoulders, etc.).
1	The student is just beginning to decode conventions.
3	The student is halfway there to understanding the impact of conventions.
5	The student is using conventions to make meaning clear.

SCORING SHEET FOR LANGUAGE PROFICIENCY



Scoring Sheet for Language Proficiency in L2 (English)

Name of student: _____ Grade _____ Date of birth _____

Date of assessment _____ Name of person doing assessment _____

Circle the appropriate number(s) of Accommodations used, if any, when assessed in: (see Sec.4, p. 16: List of Accommodations)

L2 (English) **1** **2** **3** **4** **5** **6** **7** **8** **9** **10**

Circle the appropriate score for each skill in the following matrix: (see Sec.6, pp. 29-45 for Scoring Rubrics)

Skill Area	Scores obtained when assessed in L2 (English)			
		Partially Proficient	Proficient	Advanced Proficient
READING				
Decoding Conventions	0	1	3	5
Establishing Comprehension	0	1	3	5
Realizing Context	0	1	3	5
Practicing Interpretation	0	1	3	5
Integrating for Synthesis	0	1	3	5
Critiquing for Evaluation	0	1	3	5
WRITING				
Ideas and Content	0	1	3	5
Organization	0	1	3	5
Voice	0	1	3	5
Word Choice	0	1	3	5
Sentence Fluency	0	1	3	5
Conventions	0	1	3	5
SPEAKING				
Effectiveness	0	1	3	5
Appropriateness	0	1	3	5
Responsiveness	0	1	3	5
LISTENING				
Effectiveness*	*Note: **Effectiveness, as previously defined, is not appropriate for measuring listening**			
Appropriateness	0	1	3	5
Responsiveness	0	1	3	5

Comments:

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See reverse for scoring Language Proficiency in L1 (Native Language)

SKILL NUMBER TWO—WRITING

WRITING - the ability to produce written text with content and format fulfilling classroom assignments at the age- and grade-appropriate level

Does the task provide a means for the student to:

☐ 1. **Organize thoughts to express a point of view**

Comments:

☐ 2. **Write a well-developed story**

Comments:

☐ 3. **Provide evidence for an argument or point of view**

Comments:

☐ 4. **Interpret/explain information to others**

Comments:

Rubrics for the six writing traits are found on PAGES 35-40 and in APPENDIX B of your assessment guidebook.

SKILL NUMBER THREE—SPEAKING

SPEAKING—the ability to use oral language appropriately and effectively in learning activities (such as peer tutoring, collaborative learning activities, and question/answer sessions) within the classroom and in social interactions within the school

(TO BE ASSESSED IN A GROUP SETTING)

Does the task provide a means for the student to:

☐1. **Express viewpoints effectively**
Comments:

☐2. **Communicate intentions and understandings**
Comments:

☐3. **Pose questions for clarification**
Comments:

☐4. **Participate effectively in group discussions**
Comments:

☐5. **Offer interpretations**
Comments:

☐6. **Offer clarifications**
Comments:

☐7. **Contribute new ideas in discussions**
Comments:

LISTENING—the ability to understand the language of the teacher and instruction, comprehend and extract information, and follow the instructional discourse through which teachers provide information
(TO BE ASSESSED IN A GROUP SETTING)

Does the task provide a means for the student to:

☐ 1. **Grasp concepts presented orally**

Comments:

☐ 2. **Understand clarifications when presented**

Comments:

☐ 3. **Attend and respond to the contributions of others in discussion**

Comments:

Rubrics for the speaking and listening traits are found on PAGES 41-45 and in APPENDIX C of your assessment guidebook.

Overhead Transparencies

for

Workshop Two

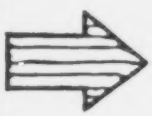
Regardless of whether a child is poor or rich, speaks English or another language, is white or brown, is Native American or any other ethnicity, all children pass through similar stages of cognitive development. However, individuals may have different mental "growth spurts" and are not able to think at higher levels than what they are ready for. Thus, **initial assessment for program placement is an important need for teachers as well as the student him/herself.**

AN OVERVIEW

MATHEMATICS SKILLS

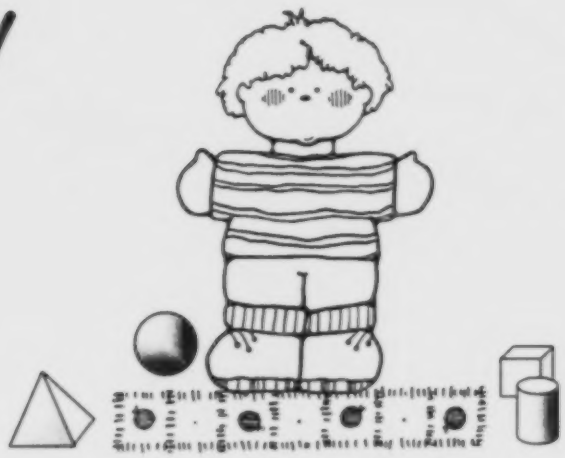
- Calculations & estimations
- Measurement
- Statistics & probability
- Algebraic relationships
- Geometry

READING SKILLS

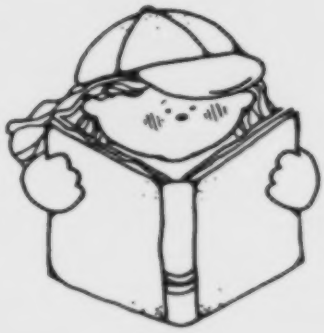


- Word meaning
- Literary elements and devices
- Literary forms
- Evaluative comprehension
- Literal comprehension
- Inferential comprehension

- Calculations and estimations
- Measurement
- Statistics and probability
- Algebraic relationships
- Geometry



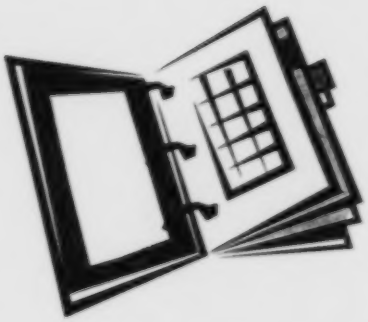
- Word meaning
- Literary elements and devices
- Literary forms
- Evaluative comprehension
- Literal comprehension
- Inferential comprehension



HOW IT WORKS!

Grade-Appropriate Content Checklist

(for MATHEMATICS or READING)



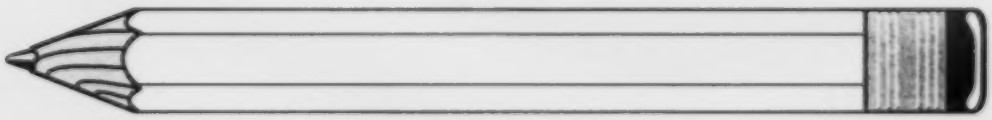
Scoring Rubric

(for MATHEMATICS or READING)

&

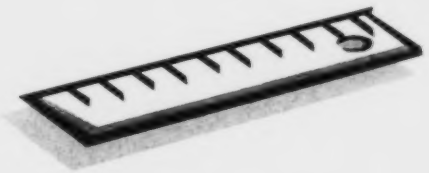
Scoring Sheet

(for MATHEMATICS or READING)



You will be developing five performance-based assessment tasks, one task to measure each of the skills—

1. CALCULATIONS AND ESTIMATIONS
2. MEASUREMENT



3. PRINCIPALS OF STATISTICS AND PROBABILITY

4. ALGEBRAIC RELATIONSHIPS
5. GEOMETRY

—for a total of **5 tasks**.

SPECIAL CONSIDERATIONS. . .

Your tasks also need be tailored to the ELL's:

- **cognitive developmental level**
  (use age as a guide)

- **language proficiency in English and in their native language**
  (some children may be proficient in their native language, others may not be)

- **culture** (not all children have gone to school; others have experienced war; others have experienced or are experiencing culture shock at having arrived in a foreign land, etc.)

SPECIAL CONSIDERATIONS. . .

- Assessing ELL students exclusively in English, a language in which they are not highly proficient, may not accurately reflect their level of knowledge related to the content of the test; therefore, **assess ELLs in their native language when feasible or utilize the accommodations** which can be found in Section 4 of the your assessment guidebook

- When English skills are weak, **assess content knowledge through graphic-based means** (drawings, charts, tables, diagrams)

CALCULATIONS AND ESTIMATIONS

Instructions: Check each box once you have included that content item in your assessment task. If needed, a "Comments" section is provided for your notes under each skill.

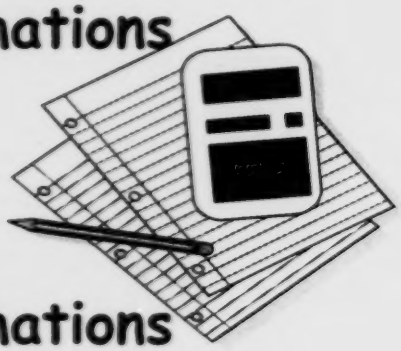
Does the task provide a means for the student to do:

☐1. **Calculations and estimations with whole numbers**

Comments:

☐2. **Calculations and estimations with fractions**

Comments:



☐3. **Calculations and estimations with decimals**

Comments:

MATHEMATICS SCORING RUBRIC FOR INITIAL INSTRUCTIONAL PROGRAM PLACEMENT

The following rubric may be used in scoring the mathematical problems for any grade level.

MATHEMATICS	
Score	**Criteria**
0	The student has no response or indicates "I don't know" (says it, writes its, shrugs shoulders, etc.).
1	The student's work does not provide any indication, not even remotely, that the student has any idea of how to solve the problem.
3	The student's work shows a logical understanding of how to solve the problem. However, the response will not lead to a correct answer.
5	The student's work shows a logical understanding of how to reach a correct solution to the problem with no errors.

Scoring Sheet for MATHEMATICS

Initial Instructional Program Placement in Mathematics— Assessed in L1

Name of student _____ Grade _____ Date of birth _____

Date of assessment _____ Name of person doing assessment _____

Circle the appropriate number(s) of Accommodations used, if any, when assessed in: (see Sec.4, p. 16: List of Accommodations)

L1 (Native Language) **1** **2** **3** **4** **5** **6** **7** **8** **9** **10**

Circle the appropriate score for each skill in the following matrix: (see Sec.7, pp. 57 for Scoring Rubric)

Skill Area	Scores obtained when assessed in L1 (Native Language)			
		Partially Proficient	Proficient	Advanced Proficient
Calculations and estimations	0	1	3	5
Measurement	0	1	3	5
Statistics and probability	0	1	3	5
Algebraic relationships	0	1	3	5
Geometry	0	1	3	5

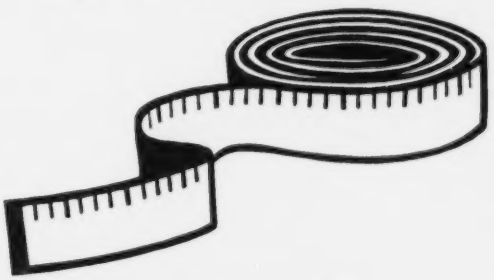
Comments:

See reverse for scoring Mathematics Initial Instructional Placement when assessed in L2 (English)

Does the task provide a means for the student to do:

☐4. **Measurement involving length**

Comments:



☐5. **Measurement involving perimeter**

Comments:

☐6. **Measurement involving area**

Comments:

☐7. **Measurement involving volume**

Comments:

Does the task provide a means for the student to do:

☐8. **Analysis of data**

Comments:

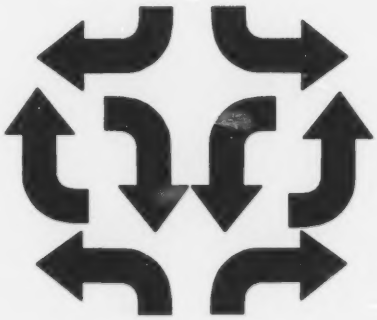
☐9. **Making of predictions**

Comments:

Does the task provide a means for the student to do:

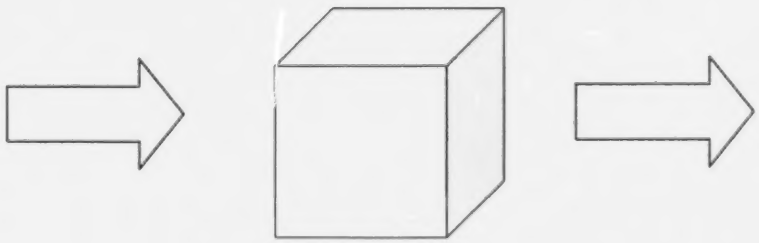
☐10. **Determination of a pattern**

Comments:



☐11. **Determination of a function**

Comments:



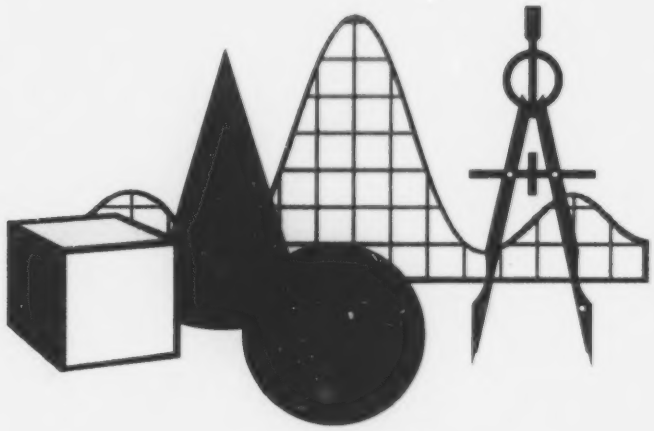
Does the task provide a means for the student to do:

☐12. **Classification of shapes**

Comments:

☐13. **Representation of geometric figures**

Comments:



Developing a Performance-Based Task for Reading

You will be developing either

- **ONE performance-based task that will encompass <u>all</u> of the reading checklist skills**

or

- **SIX performance-based tasks (one for <u>each</u> of the reading checklist skills)**

READING SKILLS TO BE MEASURED:

1. WORD MEANING
2. LITERARY ELEMENTS AND DEVICES
3. LITERARY FORMS
4. EVALUATIVE COMPREHENSION
5. LITERAL COMPREHENSION
6. INFERENTIAL COMPREHENSION

Your tasks also need be tailored to the ELL's

- **COGNITIVE DEVELOPMENTAL LEVEL** (use age as a guide)

- **LANGUAGE PROFICIENCY IN ENGLISH AND IN THEIR NATIVE LANGUAGE** (some children may be proficient in their native language, others may not be)

- **CULTURE** (not all children have gone to school; others have experienced war; others have experienced or are experiencing culture shock at having arrived in a foreign land, etc.).

Reading Contents Checklist

Instructions: Check each box once you have included that item in your assessment task and can respond affirmatively to the question being presented. If needed, a "Comments" section is provided for your notes under each skill.

Does the task provide a means to:

☐ **1. Measure word meaning?** (within the context of a selection)

Comments:

☐ **2. Measure literary elements and devices?**

(i.e., plot, setting, personification, metaphor, etc.)

Comments:

☐ **3. Measure literary forms?**

(novels, short stories, poetry, folk tales, etc.)

Comments:

☐ **4. Measure evaluative comprehension?**

(analyze reading selections and form conclusions about the information)

Comments:

☐ **5. Measure literal comprehension?**

(understand information that is directly stated)

Comments:

☐ **6. Measure inferential comprehension?**

(understand ideas which are not directly stated but which are implied)

Comments:

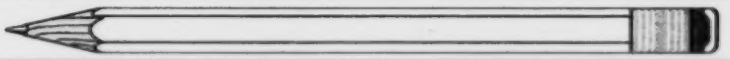
Reading Scoring Rubric

Adapt this rubric to the individual's development level and particular linguistic and cultural background.

The following rubric may be used for scoring reading skills in any grade level.

	READING
Score	**Criteria**
0	The student has *no response* or indicates "I don't know" (says it, writes it, shrugs shoulders, etc.).
1	The student attempts to address the skill but incorrectly.
3	The student shows an understanding of the skill but is inconsistent.
5	The student addresses the skill and applies it consistently.

Scoring Sheet for READING



Initial Instructional Program Placement in Reading—Assessed in L1

Name of student _____ Grade _____ Date of birth _____

Date of assessment _____ Name of person doing assessment _____

Circle the appropriate number(s) of Accommodations used, if any, when assessed in: (see Sec.4, p. 16: List of Accommodations)

L1 (Native Language) **1 2 3 4 5 6 7 8 9 10**

Circle the appropriate score for each skill in the following matrix: (see Sec.7, pp. 68 for Scoring Rubric)

Skill Area	Scores obtained when assessed in L1 (Native Language)			
		Partially Proficient	Proficient	Advanced Proficient
Word Meaning	0	1	3	5
Literary Elements and Devices	0	1	3	5
Literary Forms	0	1	3	5
Evaluative Comprehension	0	1	3	5
Literal Comprehension	0	1	3	5
Inferential Comprehension	0	1	3	5

Comments:

See reverse for scoring Reading Initial Instructional Program Placement when assessed in L2 (English)

Overhead Transparencies

for

Workshop Three

By developing your assessments with these checklists your students will be

A STEP AHEAD

of other students should your ELLs take the NAEPs and/or the proposed National Voluntary Tests, since they will have already been exposed to the content that would be tested in those situations.

THE READING SCORING RUBRIC

To assess the student's level of proficiency, use the rubrics for the 6 traits of reading on PAGES 29-34 and in APPENDIX A of your assessment guidebook.

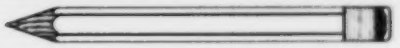
BELOW IS THE RUBRIC FOR TRAIT #1

(See Appendix A in your assessment guidebook for detailed information on each trait)

1. READING: DECODING CONVENTIONS

Conventions are the "frame" for a text. They are the grammar and punctuation used to help clarify the ideas and messages. Conventions are also the "genre"—or type of a text. Some types of genres include: poetry, essay, fiction, and nonfiction. Conventions can also be the types of speech used in a text. Readers move between the types of conventions to decode different kinds of texts.

Score	Criteria
0	The student has no response or indicates "I don't know" (says it, writes it, shrugs shoulders, etc.).
1	The student is just beginning to decode conventions.
3	The student is halfway there to understanding the impact of conventions.
5	The student is using conventions to make meaning clear.



Scoring Sheet for Language Proficiency in L2 (English)

Name of student: _____ Grade _____ Date of birth _____

Date of assessment _____ Name of person doing assessment _____

Circle the appropriate number(s) of Accommodations used, if any, when assessed in: (see Sec.4, p. 16: List of Accommodations)

L2 (English) **1 2 3 4 5 6 7 8 9 10**

Circle the appropriate score for each skill in the following matrix: (see Sec.6, pp. 29-45 for Scoring Rubrics)

Skill Area	Scores obtained when assessed in L2 (English)			
		Partially Proficient	Proficient	Advanced Proficient
READING				
Decoding Conventions	0	1	3	5
Establishing Comprehension	0	1	3	5
Realizing Context	0	1	3	5
Practicing Interpretation	0	1	3	5
Integrating for Synthesis	0	1	3	5
Critiquing for Evaluation	0	1	3	5
WRITING				
Ideas and Content	0	1	3	5
Organization	0	1	3	5
Voice	0	1	3	5
Word Choice	0	1	3	5
Sentence Fluency	0	1	3	5
Conventions	0	1	3	5
SPEAKING				
Effectiveness	0	1	3	5
Appropriateness	0	1	3	5
Responsiveness	0	1	3	5
LISTENING				
Effectiveness*	*Note: **Effectiveness, as previously defined, is not appropriate for measuring listening**			
Appropriateness	0	1	3	5
Responsiveness	0	1	3	5

Comments:

BEST COPY AVAILABLE

See reverse for scoring Language Proficiency in L1 (Native Language)

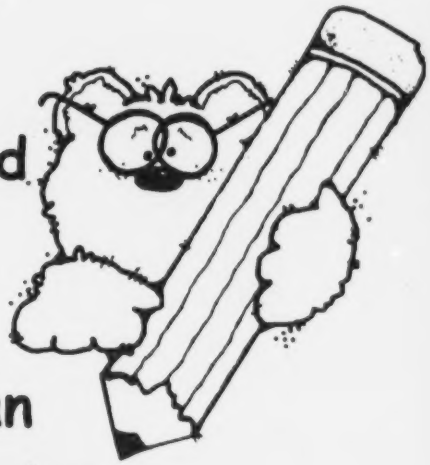
SKILL NUMBER TWO—WRITING

WRITING - the ability to produce written text with content and format fulfilling classroom assignments at the age- and grade-appropriate level

Does the task provide a means for the student to:

☐ 1. **Organize thoughts to express a point of view**

Comments:



☐ 2. **Write a well-developed story**

Comments:

☐ 3. **Provide evidence for an argument or point of view**

Comments:

☐ 4. **Interpret/explain information to others**

Comments:

Rubrics for the six writing traits are found on PAGES 35-40 and in APPENDIX B of your assessment guidebook.

SKILL NUMBER THREE—SPEAKING

SPEAKING—the ability to use oral language appropriately and effectively in learning activities (such as peer tutoring, collaborative learning activities, and question/answer sessions) within the classroom and in social interactions within the school

(TO BE ASSESSED IN A GROUP SETTING)

Does the task provide a means for the student to:

☐**1. Express viewpoints effectively**

Comments:

☐**2. Communicate intentions and understandings**

Comments:

☐**3. Pose questions for clarification**

Comments:

☐**4. Participate effectively in group discussions**

Comments:

☐**5. Offer interpretations**

Comments:

☐**6. Offer clarifications**

Comments:

☐**7. Contribute new ideas in discussions**

Comments:

LISTENING—the ability to understand the language of the teacher and instruction, comprehend and extract information, and follow the instructional discourse through which teachers provide information
(TO BE ASSESSED IN A GROUP SETTING)

Does the task provide a means for the student to:

☐ 1. **Grasp concepts presented orally**

Comments:

☐ 2. **Understand clarifications when presented**

Comments:

☐ 3. **Attend and respond to the contributions of others in discussion**

Comments:

Rubrics for the speaking and listening traits are found on PAGES 41-45 and in APPENDIX C of your assessment guidebook.

Overhead Transparencies

for

Workshop Two

Regardless of whether a child is poor or rich, speaks English or another language, is white or brown, is Native American or any other ethnicity, all children pass through similar stages of cognitive development. However, individuals may have different mental "growth spurts" and are not able to think at higher levels than what they are ready for. Thus, **initial assessment for program placement is an important need for teachers as well as the student him/herself.**

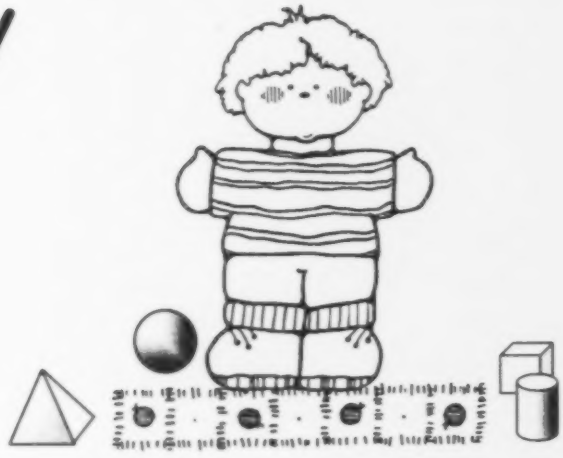
MATHEMATICS SKILLS

- Calculations & estimations
- Measurement
- Statistics & probability
- Algebraic relationships
- Geometry

READING SKILLS

- Word meaning
- Literary elements and devices
- Literary forms
- Evaluative comprehension
- Literal comprehension
- Inferential comprehension

- Calculations and estimations
- Measurement
- Statistics and probability
- Algebraic relationships
- Geometry

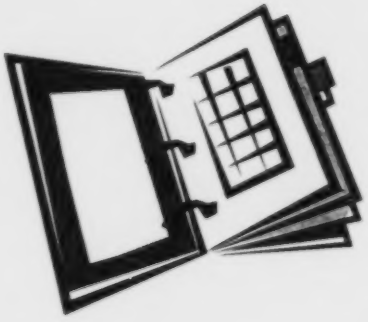


- Word meaning
- Literary elements and devices
- Literary forms
- Evaluative comprehension
- Literal comprehension
- Inferential comprehension

HOW IT WORKS!

Grade-Appropriate Content Checklist

(for MATHEMATICS or READING)



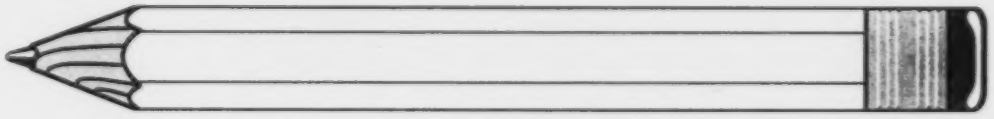
Scoring Rubric

(for MATHEMATICS or READING)

&

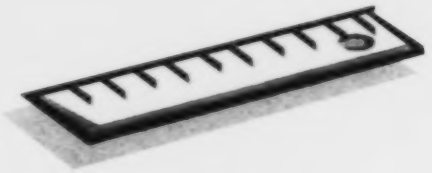
Scoring Sheet

(for MATHEMATICS or READING)



You will be developing five performance-based assessment tasks, one task to measure each of the skills—

1. CALCULATIONS AND ESTIMATIONS
2. MEASUREMENT



3. PRINCIPALS OF STATISTICS AND PROBABILITY

4. ALGEBRAIC RELATIONSHIPS
5. GEOMETRY

—for a total of **5 tasks**.

SPECIAL CONSIDERATIONS. . .

Your tasks also need be tailored to the ELL's:

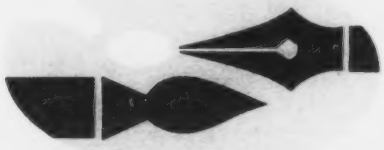
- **cognitive developmental level**
  (use age as a guide)

- **language proficiency in English and in their native language**
  (some children may be proficient in their native language, others may not be)

- **culture** (not all children have gone to school; others have experienced war; others have experienced or are experiencing culture shock at having arrived in a foreign land, etc.)

SPECIAL CONSIDERATIONS. . .

- Assessing ELL students exclusively in English, a language in which they are not highly proficient, may not accurately reflect their level of knowledge related to the content of the test; therefore, **assess ELLs in their native language when feasible or utilize the accommodations** which can be found in Section 4 of the your assessment guidebook



- When English skills are weak, **assess content knowledge through graphic-based means** (drawings, charts, tables, diagrams)

CALCULATIONS AND ESTIMATIONS

Instructions: Check each box once you have included that content item in your assessment task. If needed, a "Comments" section is provided for your notes under each skill.

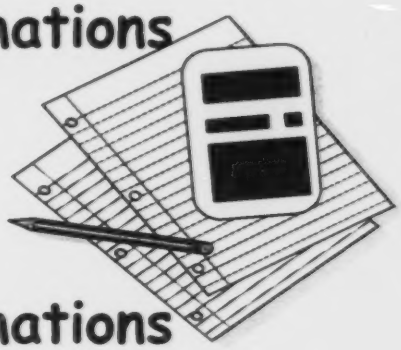
Does the task provide a means for the student to do:

☐1. **Calculations and estimations with whole numbers**

Comments:

☐2. **Calculations and estimations with fractions**

Comments:



☐3. **Calculations and estimations with decimals**

Comments:

MATHEMATICS SCORING RUBRIC FOR INITIAL INSTRUCTIONAL PROGRAM PLACEMENT

The following rubric may be used in scoring the mathematical problems for any grade level.

MATHEMATICS	
Score	**Criteria**
0	The student has no response or indicates "I don't know" (says it, writes its, shrugs shoulders, etc.).
1	The student's work does not provide any indication, not even remotely, that the student has any idea of how to solve the problem.
3	The student's work shows a logical understanding of how to solve the problem. However, the response will not lead to a correct answer.
5	The student's work shows a logical understanding of how to reach a correct solution to the problem with no errors.

Scoring Sheet for MATHEMATICS

Initial Instructional Program Placement in Mathematics— Assessed in L1

Name of student _____ Grade _____ Date of birth _____

Date of assessment _____ Name of person doing assessment _____

Circle the appropriate number(s) of Accommodations used, if any, when assessed in: (see Sec.4, p. 16: List of Accommodations)

L1 (Native Language) **1** **2** **3** **4** **5** **6** **7** **8** **9** **10**

Circle the appropriate score for each skill in the following matrix: (see Sec.7, pp. 57 for Scoring Rubric)

Skill Area	Scores obtained when assessed in L1 (Native Language)			
		Partially Proficient	Proficient	Advanced Proficient
Calculations and estimations	0	1	3	5
Measurement	0	1	3	5
Statistics and probability	0	1	3	5
Algebraic relationships	0	1	3	5
Geometry	0	1	3	5

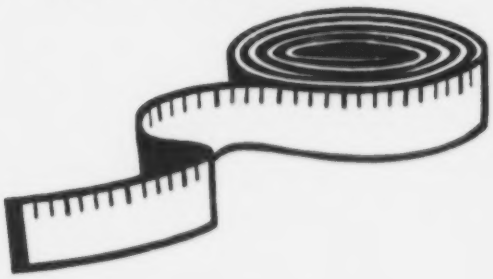
Comments:

See reverse for scoring Mathematics Initial Instructional Placement when assessed in L2 (English)

Does the task provide a means for the student to do:

☐4. **Measurement involving length**

Comments:



☐5. **Measurement involving perimeter**

Comments:

☐6. **Measurement involving area**

Comments:

☐7. **Measurement involving volume**

Comments:

Does the task provide a means for the student to do:

☐8. **Analysis of data**

Comments:

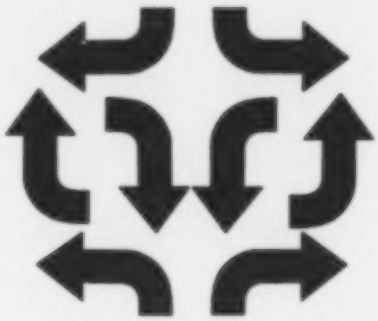
☐9. **Making of predictions**

Comments:

Does the task provide a means for the student to do:

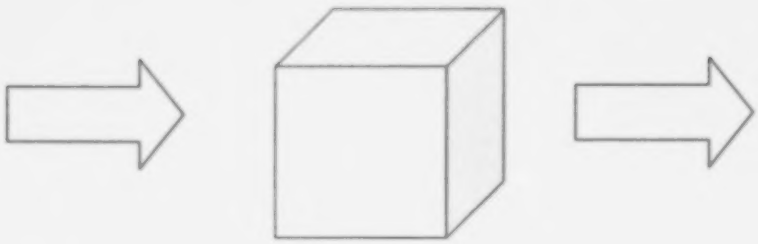
☐10. **Determination of a pattern**

Comments:



☐11. **Determination of a function**

Comments:



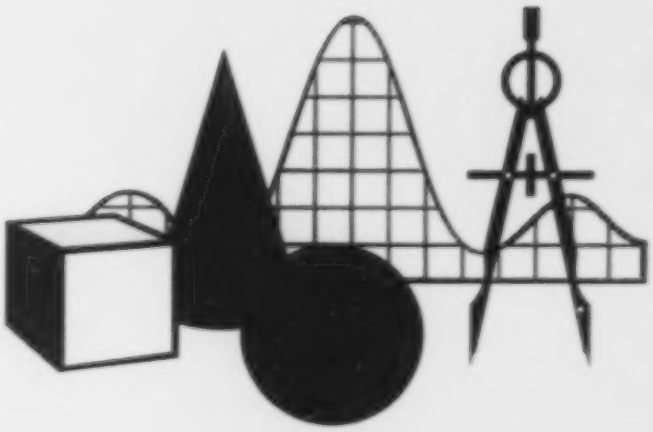
Does the task provide a means for the student to do:

☐12. **Classification of shapes**

Comments:

☐13. **Representation of geometric figures**

Comments:



Developing a Performance-Based Task for Reading

You will be developing either

- **ONE performance-based task that will encompass <u>all</u> of the reading checklist skills**

or

- **SIX performance-based tasks (one for <u>each</u> of the reading checklist skills)**

READING SKILLS TO BE MEASURED:

1. WORD MEANING
2. LITERARY ELEMENTS AND DEVICES
3. LITERARY FORMS
4. EVALUATIVE COMPREHENSION
5. LITERAL COMPREHENSION
6. INFERENTIAL COMPREHENSION

Your tasks also need be tailored to the ELL's

- **COGNITIVE DEVELOPMENTAL LEVEL** (use age as a guide)

- **LANGUAGE PROFICIENCY IN ENGLISH AND IN THEIR NATIVE LANGUAGE** (some children may be proficient in their native language, others may not be)

- **CULTURE** (not all children have gone to school; others have experienced war; others have experienced or are experiencing culture shock at having arrived in a foreign land, etc.).

Reading Contents Checklist

Instructions: Check each box once you have included that item in your assessment task and can respond affirmatively to the question being presented. If needed, a "Comments" section is provided for your notes under each skill.

Does the task provide a means to:

☐ **1. Measure word meaning?** (within the context of a selection)

Comments:

☐ **2. Measure literary elements and devices?**

(i.e., plot, setting, personification, metaphor, etc.)

Comments:

☐ **3. Measure literary forms?**

(novels, short stories, poetry, folk tales, etc.)

Comments:

☐ **4. Measure evaluative comprehension?**

(analyze reading selections and form conclusions about the information)

Comments:

☐ **5. Measure literal comprehension?**

(understand information that is directly stated)

Comments:

☐ **6. Measure inferential comprehension?**

(understand ideas which are not directly stated but which are implied)

Comments:

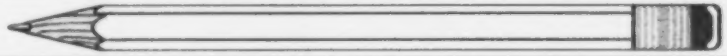
Reading Scoring Rubric

Adapt this rubric to the individual's development level and particular linguistic and cultural background.

The following rubric may be used for scoring reading skills in any grade level.

	READING
Score	**Criteria**
0	The student has *no response* or indicates "I don't know" (says it, writes it, shrugs shoulders, etc.).
1	The student attempts to address the skill but incorrectly.
3	The student shows an understanding of the skill but is inconsistent.
5	The student addresses the skill and applies it consistently.

Scoring Sheet for READING



Initial Instructional Program Placement in Reading—Assessed in L1

Name of student _____ Grade _____ Date of birth _____

Date of assessment _____ Name of person doing assessment _____

Circle the appropriate number(s) of Accommodations used, if any, when assessed in: (see Sec.4, p. 16: List of Accommodations)

L1 (Native Language) **1** **2** **3** **4** **5** **6** **7** **8** **9** **10**

Circle the appropriate score for each skill in the following matrix: (see Sec.7, pp. 68 for Scoring Rubric)

Skill Area	Scores obtained when assessed in L1 (Native Language)			
		Partially Proficient	Proficient	Advanced Proficient
Word Meaning	0	1	3	5
Literary Elements and Devices	0	1	3	5
Literary Forms	0	1	3	5
Evaluative Comprehension	0	1	3	5
Literal Comprehension	0	1	3	5
Inferential Comprehension	0	1	3	5

Comments:

See reverse for scoring Reading Initial Instructional Program Placement when assessed in L2 (English)

Overhead Transparencies

for

Workshop Three

By developing your assessments with these checklists your students will be

A STEP AHEAD

of other students should your ELLs take the NAEPs and/or the proposed National Voluntary Tests, since they will have already been exposed to the content that would be tested in those situations.

HOW IT WORKS. . .

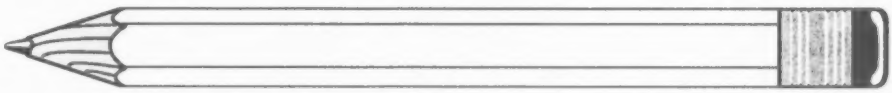
Grade-Appropriate Content Checklist for MATHEMATICS SKILLS

School/State Content Standards

Mathematics Scoring Rubric

&

Mathematics Scoring Sheet



USING THE CHECKLISTS

☑ You will be developing special performance-based tasks for specific skill areas in each discipline.

☑ These tasks may be developed in L1 (Native Language) or in L2 (English).

☑ Use a copy of your specific content standards as your guide, to create assessment tasks.

☑ Assessed skills should include what you are or will be teaching your students.

USING THE CHECKLISTS

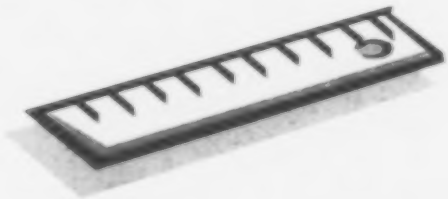
☑ Insure that your assessment task addresses all the listed items on the Content Checklist.

☑ If some numbered or lettered skills on the checklist are missing it is because they are not appropriate for that particular grade level.

☑ Be sure to use the Content Checklist that is appropriate to the grade level of your ELLs.

THE FIVE SKILL AREAS

1. **Number Sense, Properties, and Operations**



2. **Measurement**

3. **Geometry and Spatial Sense**

4. **Data Analysis, Statistics, and Probability**

5. **Algebra and Functions (patterns)**

YOUR ASSESSMENT FOR MATH
WOULD HAVE **FIVE TASKS**,
ONE TASK FOR EACH SKILL AREA.

SOME FURTHER CONSIDERATIONS. . .

- **ASSESS ELLS IN THEIR NATIVE LANGUAGE**

when feasible, or

- **UTILIZE THE ACCOMMODATIONS**

presented, as appropriate, in Section Four of the assessment guidebook

when English skills are weak,

- **ASSESS CONTENT KNOWLEDGE THROUGH GRAPHIC-BASED MEANS** (drawings, charts, tables, diagrams)

SOME FURTHER CONSIDERATIONS. . .

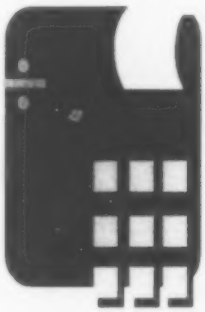
- There can be many ways to reach a correct solution to a problem. Each student should be allowed to pursue his/her **INDIVIDUAL TYPE OF LOGIC** to arrive at a correct solution.

- Adapt the scoring rubric to the individual's particular **LINGUISTIC AND CULTURAL BACKGROUND.**

NUMBER SENSE, PROPERTIES, AND OPERATIONS

Grades 1-4:	pages 79-81
Grades 5-8:	pages 89-92
Grades 9-12:	pages 106-109

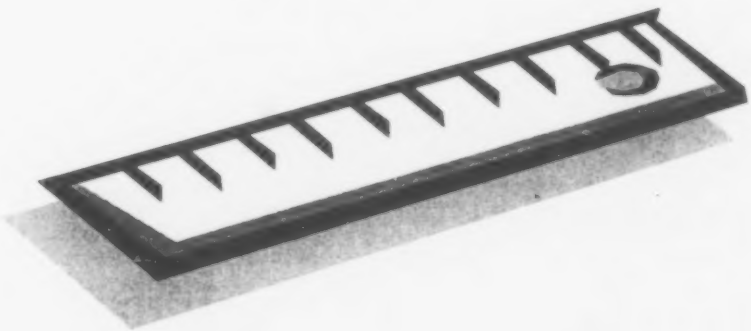
Number Sense, Properties, And Operations—this area focuses on students' understanding of numbers (whole numbers, fractions, decimals, integers, real numbers, and complex numbers), operations, and estimation, and their application to real-world situations.



MEASUREMENT

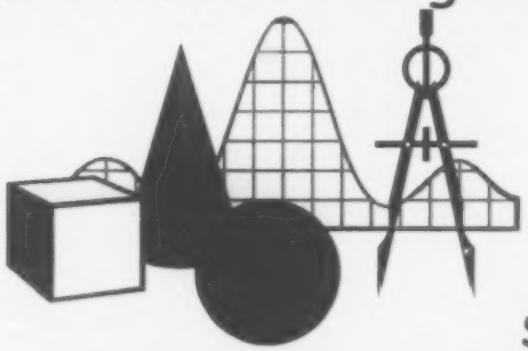
Grades 1-4:	page 82
Grades 5-8:	pages 93-95
Grades 9-12:	pages 110-112

Measurement—this area focuses on an understanding of the process and on the use of numbers and measures to describe and compare mathematical and real-world objects.



Grades 1-4:	pages 83-84
Grades 5-8:	pages 96-98
Grades 9-12:	pages 113-115

Geometry and Spatial Sense— this area extends well beyond low-level identification of geometric



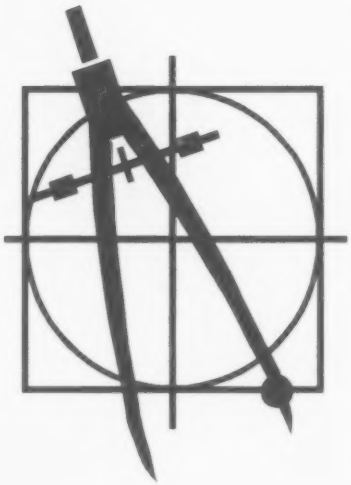
shapes into informal constructions and demonstrations (including drawing representations) in both formal and informal settings.

Grades 1-4:	page 85
Grades 5-8:	pages 99-101
Grades 9-12:	pages 116-119

Data Analysis, Statistics, and Probability—this area emphasizes appropriate methods for gathering data, the visual exploration of data, a variety of ways of representing data, and the development and evaluation of arguments based on data analysis.

Grades 1-4:	pages 86-87
Grades 5-8:	pages 102-104
Grades 9-12:	pages 120-124

Algebra and Functions (patterns)— this area focuses on the use of algebraic notation and thinking in meaningful contexts to solve mathematical and real-world problems, specifically addressing an increasing understanding of the use of functions (including algebraic and geometric) as a representational tool.



Mathematics Scoring Rubric

THE FOLLOWING RUBRIC MAY BE USED FOR SCORING IN ANY OF THE GRADE LEVELS.

Mathematics	
Score	**Criteria**
0	The student has *no response* or indicates "I don't know" (says it, writes it, shrugs shoulders, etc.).
1	The student's work does not provide any indication, not even remotely, that the student has any idea of how to solve the problem.
2	The student's work indicates that he/she has some idea of what might be involved in solving the problem.
3	The student's work shows a logical understanding of how to solve the problem. However, the response will not lead to a correct answer.
4	The student's work shows a logical understanding of how to solve the problem. However, there are minor errors in reaching a correct solution.
5	The student's work shows a logical understanding of how to reach a correct solution to the problem with no errors.

EACH STUDENT SHOULD BE ALLOWED TO PURSUE HIS/HER INDIVIDUAL TYPE OF LOGIC TO ARRIVE AT A CORRECT SOLUTION. Score each problem with the student's logic, not any other, with this rubric.

MATHEMATICS SCORING SHEET FOR ASSESSING ACHIEVEMENT

Scoring Sheet for Mathematics Achievement—Assessed in L1 (Native Language)

Name of student _____ Grade_____ Date of birth _____

Date of assessment_____ Name of person doing assessment _____

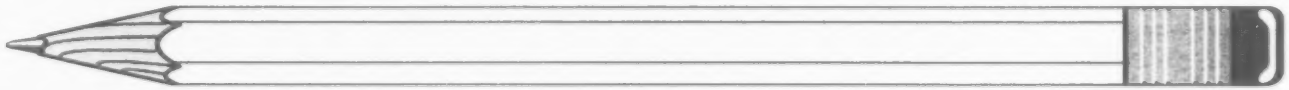
Circle the appropriate number(s) of Accommodations used, if any, when assessed in: (see Sec.4, p. 16: List of Accommodations)

L1 (Native Language) **1 2 3 4 5 6 7 8 9 10**

Circle the appropriate score for each skill in the following matrix: (see Sec.8, page 125 for Scoring Rubric)

Skill Area	Scores obtained when assessed in L1 (**Native Language**) Partially Proficient		Proficient	Advanced Proficient		**Comments:**
Number Sense, Properties, and Operations	0	1 2	3	4	5	
Measurement	0	1 2	3	4	5	
Geometry and Spatial Sense	0	1 2	3	4	5	
Data Analysis, Statistics, and Probability	0	1 2	3	4	5	
Algebra and Functions	0	1 2	3	4	5	

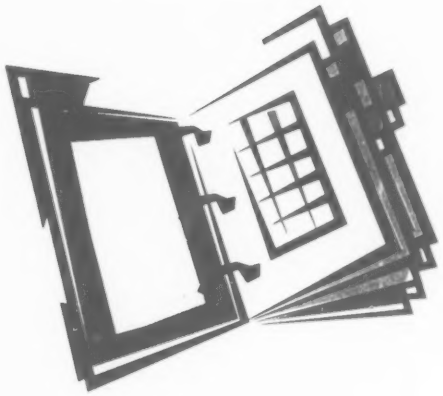
See reverse for scoring Mathematics Achievement when assessed in L2 (English)



HOW IT WORKS

Grade-Appropriate Content Checklist For READING

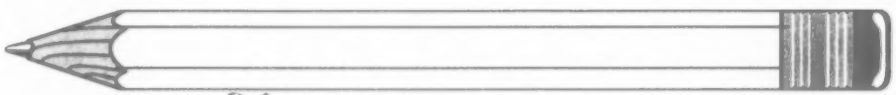
School/State Content Standards



Reading Scoring Rubric

&

Reading Scoring Sheet



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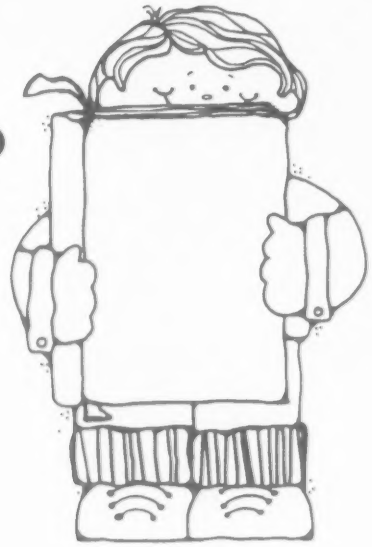
THREE READING SITUATIONS. . .

1. **READING FOR LITERARY EXPERIENCE**

2. **READING TO BE INFORMED**

3. **READING TO PERFORM A TASK**



Your assessment in reading requires:

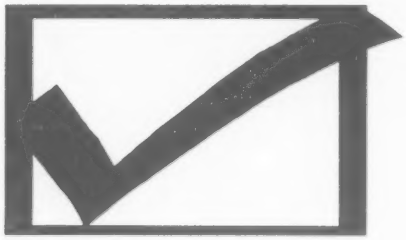
- Addressing the first two reading situations for **grade levels 1 through 4**

- Applying the three reading situations for **grade levels 5 through 12**

SOME MORE CONSIDERATIONS. . .

- Develop these tasks in **BOTH L1 (NATIVE LANGUAGE) AND ENGLISH** as appropriate

- **USE THE AGE-APPROPRIATE CHECKLIST** to ensure the criteria are embedded in the tasks you are developing



- **READ INTRODUCTORY COMMENTS FOR EACH READING SITUATION** at the appropriate grade level for suggestions on percentage of importance of each part of the assessment

SOME MORE CONSIDERATIONS. . .

- **CONSULT** a copy of your **CONTENT STANDARDS** as you develop your performance-based reading achievement assessment

- Skills assessed should be those included in **WHAT YOU ARE OR WILL BE TEACHING** to your students

READING FOR LITERARY EXPERIENCE

The grade appropriate checklists for Reading Situation 1 can be found on the following pages of your assessment guidebook:

Grades 1-4:	pages 139-140
Grades 5-8:	pages 144-145
Grades 9-12:	pages 151-152

Reading for literary experience—

after reading a story or plot, a student will be able to look for engaging experiences and consider interplay among events, emotions, or possibilities. This usually involves the reading of novels, short stories, poems, plays and/or essays.

The grade appropriate checklists for Reading Situation 2 can be found on the following pages of your assessment guidebook:

Grades 1-4:	pages 141-142
Grades 5-8:	pages 146-147
Grades 9-12:	pages 153-154

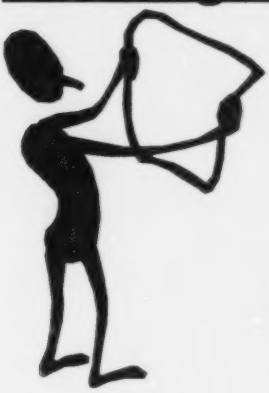
Reading to be informed—

depending on what is being read, students are specifically focused on acquiring information. This usually involves the reading of articles in magazines and newspapers, chapters in textbooks, entries in encyclopedias and catalogues, and entire books on particular topics.

The grade appropriate checklists for Reading Situation 3 can be found on the following pages of your assessment guidebook:

Grades 1-4:	NOT APPLICABLE
Grades 5-8:	pages 148-149
Grades 9-12:	pages 155-156

Reading to perform a task—



after reading a specific document, students apply what was read in order to do something. This usually involves the reading of documents such as bus or train schedules; directions for games, repairs, classroom, and laboratory procedures; tax or insurance forms; recipes; voter registration materials; maps; referenda; consumer warranties; and office memorandums.

READING SCORING RUBRIC

- **Grade-appropriate rubrics must be used in order to record performance levels accurately.**

The grade-appropriate rubrics for scoring reading achievement can be found on the following pages of your assessment guidebook:

Grades 1-4:	pages 157
Grades 5-8:	pages 158
Grades 9-12:	pages 159

- **Adapt the rubric to each individual's development level and particular linguistic and cultural background.**

Scoring Sheet for Reading Achievement—Assessed in Native Language

Name of student _____ Grade _____ Date of birth _____

Date of assessment _____ Name of person doing assessment _____

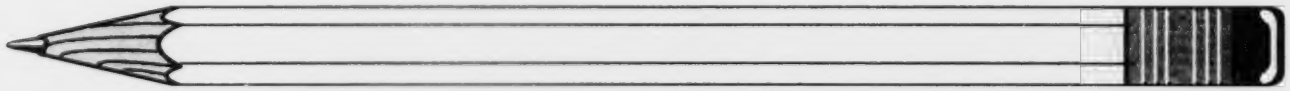
Circle the appropriate number(s) of Accommodations used, if any, when assessed in: (see Sec.4, p. 16: List of Accommodations)

L1 (Native Language) **1** **2** **3** **4** **5** **6** **7** **8** **9** **10**

Circle the appropriate score for each skill in the following matrix: (see Sec.8, p.157-159 for Scoring Rubrics)

Skill Area	Scores obtained when assessed in L1 (Native Language)					**Comments:**
		Partially Proficient		Proficient	Advanced Proficient	
Situation 1: Reading for literary experience	0	1	2	3	4	
Situation 2: Reading to be informed	0	1	2	3	4	
Situation 3: Reading to perform a task	0	1	2	3	4	

See reverse for scoring Reading Achievement when assessed in L2 (English)



Checklists

for

Workshop Introduction

Checklist #1: School Reform Initiatives

School reform initiatives for English-Language Learners clearly begin at the grass-roots level, with you, the teacher. Reforms that have been proven effective with/for ELLs have included the following and are presented for your consideration:

Initiative	In Use?	Notes
Assessments that measure performance or application of skills (not just recall or comprehension) that are performance-based are most effective for ELLs		
High standards set for ELLs (whether proficient in English or not) in English literary and other academic areas, guide the development of the curriculum (remedial or basic skills curriculums are not effective)		
In rigorous academic environments, limited-English proficiency is not an obstacle in achieving high standards		
Innovation in organizing time and teaching resources foster the acquisition of high learning expectations for ELLs		
Transition to all-English instruction is cautiously planned and most often individualized		
Instructional preparation is often completed with other teachers		
ELL teachers have a strong influence in their own professional development and organization of the school		
ELL teachers are firmly involved in curriculum planning		
Teachers of regular, all-English classes are trained in second-language acquisition theory and teaching techniques		
Schools attending to ELLs develop strategies for organizing the positive influences of culture, family, and community for their students' academic experience		
ELL students' academic success is increased by schools that pay attention to nurturing the whole child		
Performance-based assessments are systemically aligned with content standards and language-development goals for ELL students, including outcome assessments in the students' native language		

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Checklist #2: Assessment Qualities

To insure that the knowledge and skills contained in content standards meet the expectations of the performance standards developed for all children, assessments shall conform to the qualities listed below.

Does the assessment you use conform to these qualities?

THE ASSESSMENT FOR ELL STUDENTS THAT I USE AT MY SCHOOL :	YES?	Notes
Is the same assessment used to measure the performance of all children		
Is aligned with challenging content and student-performance standards		
Provides coherent information about student attainment of such standards		
Is used for purposes for which such assessments are valid and reliable		
Measures the proficiency of students in the academic subjects in which a state has adopted challenging content and student-performance standards		
Is administered at some time during grades 3-5, grades 6-9, and grades 10-12		
Involves up-to-date measures of student performance		
Includes these other qualities (specify)		

Checklist #3: Student-Performance Instruments

Examples of up-to-date measures of student performance include the following.

PERFORMANCE-BASED ASSESSMENT INSTRUMENTS I USE AT MY SCHOOL	YES?	NOTES
Multiple-choice tests		
Criterion-referenced tests		
Writing samples		
Completion of graphic representations		
Standardized tests		
Observation checklists		
Performance of exemplary tasks		
Performance events		
Portfolios of student work		
Other (Specify):		

Checklist #4: Testing Accommodations for ELLs

TESTING ACCOMMODATIONS USED IN MY SCHOOL	YES	NOTES
1. Some children require longer response times. They process information more slowly in the less familiar language. Allow this type of child ample time to respond.		
2. Some children may be easily disturbed by noise and other distracting testing conditions. Test this type of child in a separate room.		
3. Some children may be intimidated by native English-speaking test administrators. Test this type of child with a native language (L1)-speaking test administrator.		
4. Some children do not do well with structured testing times, that is, being tested when everyone else is being tested. Provide this type of child with a flexible testing schedule.		
5. Some children become exhausted faster than others do when being tested. Test this child in shorter assessment periods.		
6. Prior to testing, show the student how to use a dictionary. When appropriate, provide the child with a dictionary, in either L1 and/or English, to be used when tested.		
7. The test administrator may respond to questions in L1 when asked for clarification by the student being tested.		
8. The test administrator may respond to questions in L1 when asked for clarification by the student being tested.		
9. Prior to actual testing, provide the student with workshops, in L1, on testing, and practice the testing conditions.		
10. Decrease the English-language demands of the assessment. Remove all superfluous expressions and/or declarations from the test. Use simple, short, straightforward phrases in testing.		

Checklist #5: ELL Program Database: Content Checklist

Instructions: As you create the field listed below in your relational database, check the box next to the variable given.

☐ 1 Student Identification Number	☐16. Disability
☐ 2. Student Name	☐17. Migrant
☐ 3. Student Address	☐18. LEP
☐ 4. Student Telephone Number	☐19. All other student demographic information
☐ 5. Student's Principal Caretaker Name	☐20. Mathematics assessment scores (initial score—interim score—end-of-year score)
☐ 6. Student's Principal Caretaker Telephone # (Work and Home)	☐21. Reading assessment scores (initial score—interim score—end-of-year score)
☐ 7. Attendance	☐22. All other subject content area assessment scores (initial score—interim score—end-of-year score)
☐ 8. Tardiness	☐23. Title I
☐ 9. Discipline	☐24. Title VII
☐10. Race	☐25. Title IX
☐11. Ethnicity	☐26. All other titles in which student is participating
☐12. Gender	☐27. State Performance Standards
☐13. Income level (participating in free school lunch program)	☐28. State Content Standards
☐14. Native-language proficiency (initial score—interim score—end-of-year score)	☐29. Any other performance or content standards
☐15. English-language proficiency (initial score—interim score—end-of-year score)	☐30. Any other variables on which student data may need to be maintained

Sample Performance-Based Tasks

workshops on assessment
for teachers of English-Language Learners

Workshop 1: Language Proficiency—Reading

Sample of a **LANGUAGE PROFICIENCY** performance-based task for measuring **Skill Number 1, READING**, for students in grades 5 through 8. This task can be administered and responded to in either L1 or L2. This assessment evaluates how well a student is able to read and interpret tables. Refer to the Content Checklist on pages 26-27, the Scoring Rubric on pages 29-34, and Appendix A of the assessment guidebook for more detailed guidance.

CONTENT CHECKLIST Pages 26-27

- Search for information
- Explain information
- Generalize
- Interrelate ideas
- Summarize

TV Tonight

	7:00	7:30	8:00	8:30	9:00	9:30	10:00	10:30	11:00
ABC	Wheel of Fortune	Jeopardy	Home Improvement	Caroline in the City	20/20		Local News	Nightline	
NBC	Frazier	Seinfield	M*A*S*H	Friends	ER		Local News	Tonight Show w/ Jay Leno	
CBS	The Cosby Show	The Nanny	Diagnosis Murder		Walker, Texas Ranger		Local News	Late Show w/ David Letterman	
ESPN	Bull Riding		Sport Center		NFL: Oakland VS. Seattle				
DiSC.	Spytek		Movie Magic	Movie Magic	National Geographic		Wings	Justice File	

DISC=Discovery

ASSESSMENT: Looking at the television schedule above, answer the following questions:

1. At what time and channel(s) does the local news come on T.V.?
2. What does "DISC" mean?
3. If you can only watch one hour of television tonight, what will you watch? (list time and channel) Why did you choose that show(s)?
4. What might you see at 8:30 on ABC?
5. Using the chart above, create your own television guide below. Fill in the time on the first line on the chart. On the second line write the show that you would want to watch at that time.

6. List three criteria you would use in choosing a show:

SCORING RUBRICS Pages 29-34

- Decoding Conventions
- Establishing Comprehension Questions 1, 2, 4 & 5
- Realizing Context Questions 1,2 & 3
- Practicing Interpretation Questions 3 & 5
- Integrating for Synthesis Question 5
- Critiquing for Evaluation Question 6

SAMPLE -LANGUAGE PROFICIENCY: READING

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Workshop 1: Language Proficiency—Writing

Example of a **LANGUAGE PROFICIENCY** performance-based task for measuring **Skill Number 2: WRITING** for students in grades 9 through 12. This task can be administered and responded to in either L1 or L2. This assessment evaluates how well a student is able to write a letter. Refer to the Content Checklist on pages 27, the Scoring Rubrics on pages 35-40, and Appendix B of the assessment guidebook for more detailed guidance.

CONTENT CHECKLIST Page 27

ASSESSMENT: Job Application Cover Letter

(It is assumed that the students know the format required in a letter.) Teachers should assess the resulting letter on a basis of the writing scoring rubrics from the assessment guidebook and listed to the right.

SCORING RUBRICS Pages 35-40

- Ideas and Content Development
- Good Organization
- Individual Voice
- Word Choice
- Sentence Fluency
- Correct Conventions

- Organize thoughts to express a point of view
- Write a well-developed narrative
- Provide evidence for an argument or point of view
- Interpret/explain information to others

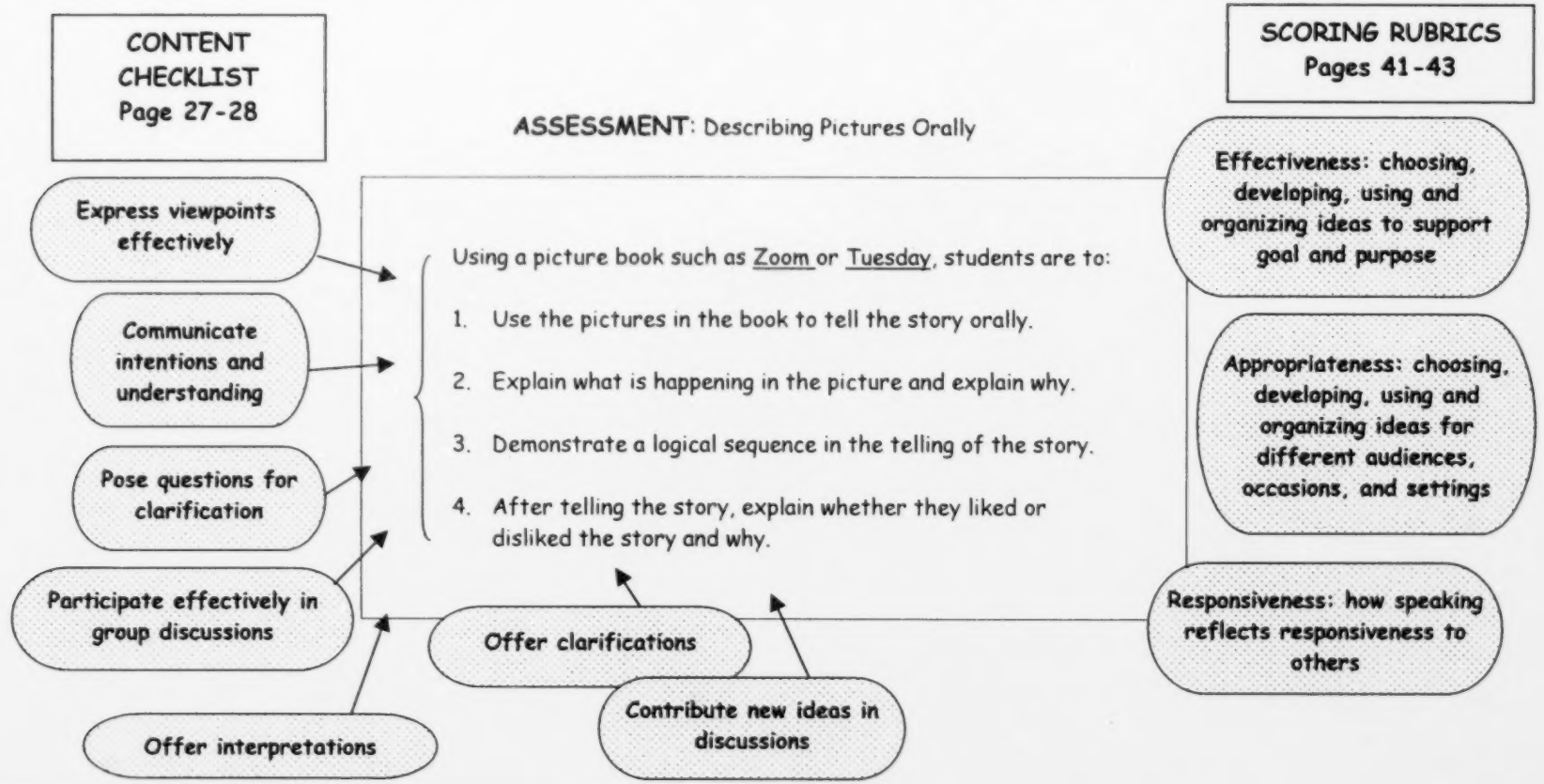
You are a student looking for a part-time job. You have already filled out the application form. You now need to write a formal cover letter to attach to the application form. Your letter needs to include the following:

1. A general statement outlining the purpose for the letter
2. Your qualifications/skills
3. Your experience/background

SAMPLE -LANGUAGE PROFICIENCY: WRITING

Workshop 1: Language Proficiency—Speaking

Example of a **LANGUAGE PROFICIENCY** performance-based task for measuring **Skill Number 3, SPEAKING** for students in grades 1 through 4. This task can be administered and responded to in either L1 or L2. Refer to the Content Checklist on pages 27-28, the Scoring Rubric on pages 41-43, and Appendix C of the assessment guidebook for more detailed guidance.


CONTENT CHECKLIST Page 27-28
SCORING RUBRICS Pages 41-43
ASSESSMENT: Describing Pictures Orally
Express viewpoints effectively
Communicate intentions and understanding
Pose questions for clarification
Participate effectively in group discussions
Offer interpretations
Offer clarifications
Contribute new ideas in discussions
Using a picture book such as Zoom or Tuesday, students are to:
1. Use the pictures in the book to tell the story orally.
2. Explain what is happening in the picture and explain why.
3. Demonstrate a logical sequence in the telling of the story.
4. After telling the story, explain whether they liked or disliked the story and why.
Effectiveness: choosing, developing, using and organizing ideas to support goal and purpose
Appropriateness: choosing, developing, using and organizing ideas for different audiences, occasions, and settings
Responsiveness: how speaking reflects responsiveness to others

SAMPLE -LANGUAGE PROFICIENCY: SPEAKING

Workshop 1: Language Proficiency—Listening

Example of a **LANGUAGE PROFICIENCY** performance-based task for measuring **Skill Number 4, LISTENING** for students in grades 1 through 4. This task can be administered and responded to in either L1 or L2. Refer to the Content Checklist on page 28, the Scoring Rubrics on pages 44-45, and Appendix C of the assessment guidebook for more detailed guidance.

ASSESSMENT: Listening to Directions

Teachers may want to score this task on the 10 directions, 1 point per correct direction followed. However, scoring for listening should follow the rubrics presented in the assessment guidebook and presented to the right.

CONTENT CHECKLIST Page 28

SCORING RUBRICS Pages 44-45

Each student has a piece of paper and pencil. Explain that you are going to play a listening game. Teacher gives the following directions without any additional explanation. Restating the direction is ok.

1. Draw a square in the middle of the page.
2. Draw a triangle on top of the square.
3. Draw a circle in the upper right corner.
4. Draw a squiggly line across the bottom of the page.
5. Write a "5" in the square.
6. Write the letter "A" in the circle.
7. Print your name in the upper left corner.
8. Print today's date in the bottom left corner.
9. Draw a rectangle on the right side of the square.
10. Draw a happy face in the middle of the rectangle.

Grasp concepts presented orally

Understand clarifications when presented

Attend and respond to the contributions of others in discussion

Appropriateness: listening behavior is appropriate for the audience, occasion, and setting

Responsiveness: listening behavior reflects responsiveness to others

SAMPLE -LANGUAGE PROFICIENCY: LISTENING

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Workshop 2: Initial Placement—Mathematics Skill Area 1

Example of an INITIAL PLACEMENT in MATHEMATICS performance-based task for measuring Skill Area One, CALCULATIONS, AND ESTIMATIONS for students in grades 5 through 8. This task can be administered and responded to in either L1 or L2. This assessment evaluates how well a student is able to calculate and estimate whole numbers, fractions, and decimals. Refer to the Content Checklist on page 55 and the Scoring Rubric on page 57 **of the assessment guidebook** for more detailed guidance.

CONTENT CHECKLIST Page 55

Whole Numbers

ASSESSMENT: Whole Numbers

CALCULATIONS: Answer the following problems:

1. 14 25 +9	2. 74 -15	3. 100 -22	4. 6 x 3	5. 12 x 5
6. 31 x 17	7. 14 2	8. 24 3	9. $9\overline{)84}$	10. $61\overline{)1012}$

ESTIMATIONS: Circle your estimate to each problem from the choices below it.

1. 27 + 14 =	2. 110 + 73 =	3. 110 – 73 =	4. 7 X 40 =	5. 270 ÷ 9 =
a. 20	a. 150	a. 20	a. 280	a. 20
b. 30	b. 170	b. 30	b. 290	b. 30
c. 40	c. 180	c. 40	c. 300	c. 40

(continued)

SCORING RUBRIC Page 57

0
No response or "I don't know"

1
Work indicates the student has no idea how to solve the problem

3
Work shows a logical understanding of how to solve the problem, but the response will not lead to a correct answer

5
Work shows a logical understanding of how to reach the correct solution with no errors

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CONTENT CHECKLIST
Page 55

Fractions

ASSESSMENT: Fractions

CALCULATIONS (use fraction strips): Complete these problems.

1.) ■■□□	+	■□□□	= _____
2.) ■■■■□□	+	■■□□□□	= _____
3.) ■■■■■■	+	■■■□□□	= _____

ESTIMATIONS: Circle your choice from the three estimates:

1.) ■■■■ + ■■■□ = a. 0 b. 1 c. 2

Circle your answer from the choices below each fraction:

3/8 is closest to:	1/6 is closest to:	5/7 is closest to:	9/11 is closest to:
a. 0	a. 0	a. 0	a. 0
b 1/2	b 1/2	b 1/2	b 1/2
c. 1	c. 1	c. 1	c. 1

Decimals

ASSESSMENT: Decimals

CALCULATIONS: Complete the following problems:

1	2.	3.	4.
.12 .09 +.10	.57 -.12	$2.35 +.95	$1.14 -.84

ESTIMATIONS: Circle your estimate of the answer to each problem from the choices below it.

1. $5.00 + $1.30 =	2. .15 + .48 + 1.12 + =	3. $5.00 - $1.88 =
a. $6.00	a. 1.00	a. $1.00
b. $7.00	b. 2.00	b. $2.00
c. $8.00	c. 3.00	c. $3.00

SCORING RUBRIC
Page 57

0
No response or "I don't know"

1
Work indicates the student has no idea how to solve the problem

3
Work shows a logical understanding of how to solve the problem, but the response will not lead to a correct answer

5
Work shows a logical understanding of how to reach the correct solution with no errors

SAMPLE – INITIAL PLACEMENT: MATHEMATICS: CALCULATIONS AND ESTIMATIONS

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Workshop 2: Initial Placement—Mathematics Skill Area 2

Example of an INITIAL PLACEMENT in MATHEMATICS performance-based task for measuring Skill Area Two, MEASUREMENTS, for students in grades 1 through 4. This task can be administered and responded to in either L1 or L2. This assessment evaluates how well a student is able to apply the skill of measurement. Refer to the Content Checklist on page 56 and the Scoring Rubric on page 57 of the assessment guidebook for more detailed guidance.

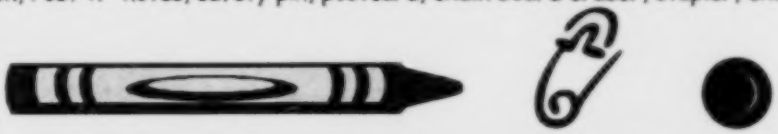
CONTENT CHECKLIST Page 56

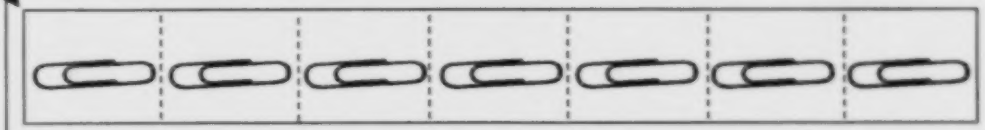
Measuring Length

ASSESSMENT: Measurement Involving Length

Given a standard unit of measurement (i.e., 1 inch tag board square, unifix cube, paperclip, etc.) ask students to sort objects into groups which measure about 3 units long and then some 5 units long. Teachers should provide a measuring strip at least 6 units long (i.e., a piece of tag board divided into 12 squares, or 10 paperclips in a line copied onto paper) or a set of tag board squares, unifix cubes or paperclips.

(Examples of objects: pencil, index cards, small milk carton, eraser, penny, button, Post-it® notes, safety pin, postcard, chalk board eraser, stapler, chalk, etc.)





(continued)

SCORING RUBRIC page 57

0
No response or "I don't know"

1
Work indicates the student has no idea how to solve the problem

3
Work shows a logical understanding of how to solve the problem, but the response will not lead to a correct answer

5
Work shows a logical understanding of how to reach the correct solution with no errors

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CONTENT CHECKLIST
Page 56

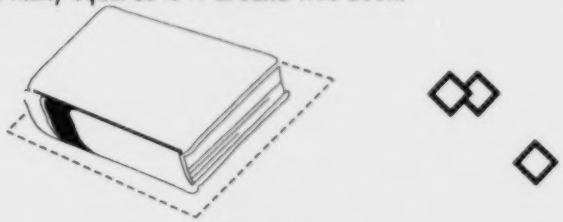
Measuring Perimeter

Measuring Area

Measuring Volume

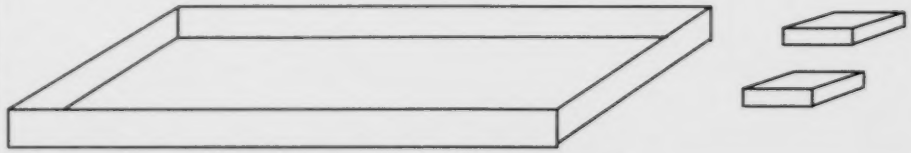
ASSESSMENT: Measurement Involving Perimeter

Using one-inch tag board squares, ask students to find the perimeter of a textbook or shoebox lid. If the term 'perimeter' is not known, the teacher can ask, "How many squares is it **around** this book?"



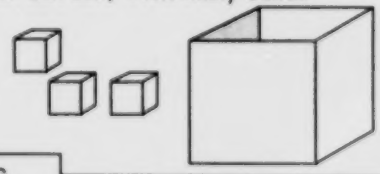
ASSESSMENT: Measurement Involving Area

Using 1 inch tag board squares ask students to find the area of a textbook or shoebox lid. If the term 'area' is not known, the teacher can ask, "How many squares can fit on the top surface of the book?" or "can go inside the box lid?"



ASSESSMENT: Measurement Involving Volume

Using cube manipulatives, students are asked to find the volume of a box. Be sure that the box chosen can be measured using whole units. If the word 'volume' is not known, the teacher can ask, "How many cubes can fit **inside** this box?"



SCORING RUBRIC
Page 57

0
No response or "I don't know"

1
Work indicates the student has no idea how to solve the problem

3
Work shows a logical understanding of how to solve the problem, but the response will not lead to a correct answer

5
Work shows a logical understanding of how to reach the correct solution with no errors

SAMPLE – INITIAL PLACEMENT: MATHEMATICS: MEASUREMENTS

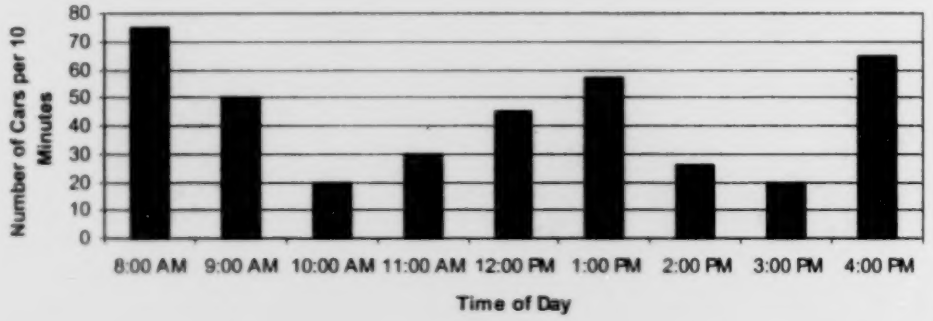
Workshop 2: Initial Placement—Mathematics Skill Area 3

Example of an INITIAL PLACEMENT in MATHEMATICS performance-based task for measuring Skill Area Three, PRINCIPLES OF STATISTICS AND PROBABILITY, for students in grades 9 through 12. This task can be administered and responded to in either L1 or L2. This assessment evaluates how well a student is able to analyze data and make predictions. Refer to the Content Checklist on page 56 and the Scoring Rubric on page 57 of the assessment guidebook for more detailed guidance.

CONTENT CHECKLIST Page 56

Analyzing Data

Making Predictions



(From: A Teacher's Guide to Performance-Based Learning and Assessment, ASCD, No. 196021, April, 1996)

ASSESSMENT: Analysis of Data

a.) How many vehicles or cars went through the intersection at nine a.m.?
b.) At what time of day did the fewest number of vehicles go through the intersection?
c.) About how many vehicles went through the intersection the first 2 hours of the day?

ASSESSMENT: Making Predictions

a.) Why do you think there are so many vehicles going through the intersection at 8:00 a.m. and 4:00 p.m.?
b.) If they counted cars at 5:00 p.m., do you think there will be more or fewer cars than at 4:00 p.m.?
c.) If they counted cars at 6:00 a.m., do you think there will be more or fewer cars than at 8:00 a.m.?
d.) Do you think this graph would show the same pattern if we counted vehicles on Saturday?

SCORING RUBRIC Page 57

0
No response or "I don't know"

1
Work indicates the student has no idea how to solve the problem

3
Work shows a logical understanding of how to solve the problem, but the response will not lead to a correct answer

5
Work shows a logical understanding of how to reach the correct solution with no errors

SAMPLE – INITIAL PLACEMENT: MATHEMATICS: PRINCIPLES OF STATISTICS AND PROBABILITY

Workshop 2: Initial Placement—Mathematics Skill Area 4

Example of an INITIAL PLACEMENT in MATHEMATICS performance-based task for measuring Skill Area Four, ALGEBRAIC RELATIONSHIPS, for students in grades 9 through 12. This task can be administered and responded to in either L1 or L2. This assessment evaluates how well a student is able to determine a pattern and determine a function. Refer to the Content Checklist on page 56 and the Scoring Rubric on page 57 of the assessment guidebook for more detailed guidance.

CONTENT CHECKLIST Page 56

Determining Patterns

ASSESSMENT: Determination of a Pattern

Given a simple pattern (e.g., AABBAA), the student will continue the pattern. This can be done with colored unifix cubes, trading chips, pattern blocks or the font symbols on your computer. (If the teacher puts this test on a laminated index card, the students could point to the next symbol or draw it with an erasable marker.) Examples:

Given a number sequence the student will identify the missing numbers.

Example: 7, 9, __, 13, __, __, __,

5, __, __, 20, 25, __, __,

Determining Functions

ASSESSMENT: Determination of a Function

Given a "What's my rule" function machine, the students will determine the rule.

	-5
12	___
23	___
31	___

	x3
___	12
11	33
6	___

	.4
12	___
___	5
16	___

x	x/4
16	___
4	___
1	___

n	2(n+1)
7	12
15	33
20	___

x	3 (4-2x)
4	-12
2	___
___	6

SCORING RUBRIC Page 57

0
No response

1
Work indicates the student has no idea how to solve the problem

3
Work shows a logical understanding of how to solve the problem, but the response will not lead to a correct answer

5
Work shows a logical understanding of how to reach the correct solution with no errors

SAMPLE – INITIAL PLACEMENT: MATHEMATICS: ALGEBRAIC RELATIONSHIPS

Workshop 2: Initial Placement—Mathematics Skill Area 5

Example of an INITIAL MATHEMATICS PROGRAM PLACEMENT performance-based task for measuring Skill Area Five, GEOMETRY, for students in grades 5 through 8. This task can be administered and responded to in either L1 or L2. This assessment evaluates how well a student is able to classify shapes and identify geometrical figure. Refer to the content checklist on page 56 and the scoring rubric on page 57 of the assessment guidebook for more detailed guidance.

CONTENT CHECKLIST Page 56

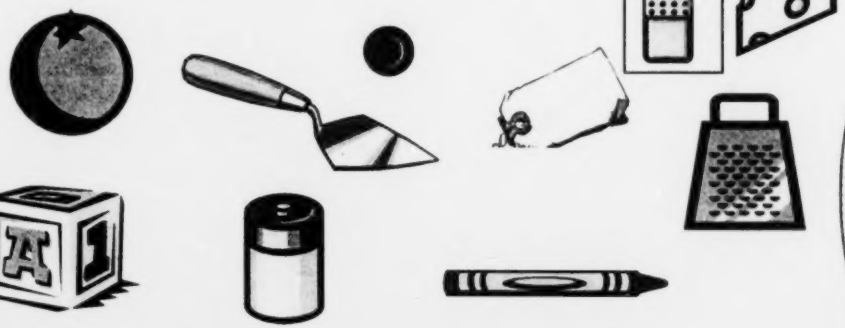
Classifying Shapes

Representing Geometric Figures

ASSESSMENT: Classification of shapes/ Representation of geometric figures

Students are given a collection of objects that have the attributes of a square, circle, rectangle and triangle (such as: index card, button, penny, cardboard shapes, lids, pattern blocks). Teacher requests:

a.) Find all the things that are square.
b.) Find all the things that are a circle.
c.) Find all the things that are a rectangle.
d.) Find all the things that are a triangle.



In addition to the task described above, students would classify parallelogram, hexagon, rhombus, cylinder, pyramid and sphere.

SCORING RUBRIC Page 57

0
No response or "I don't know"

1
Work indicates the student has no idea how to solve the problem

3
Work shows a logical understanding of how to solve the problem, but the response will not lead to a correct answer

5
Work shows a logical understanding of how to reach the correct solution with no errors

SAMPLE – INITIAL PLACEMENT: MATHEMATICS: GEOMETRY

Workshop 2: Reading for Initial Placement

Example of an INITIAL PLACEMENT - READING performance-based task for measuring reading skills in grades 1 through 12. This task can be administered and responded to in either L1 or L2. This assessment evaluates how well a student is able to read. Refer to the content checklist on page 67 and the scoring rubric on page 68 **of the assessment guidebook** for more detailed guidance.

CONTENT CHECKLIST Page 67

ASSESSMENT: Oral Decoding Exercise

Ask the student to read the following words.
Pronunciation is not a factor in scoring.

book **cat** **stop** **mother** **yellow** **school**

0 correct = (score 0), STOP TESTING
2 correct = partially proficient (score 1)
4 correct = proficient (score 3)
6 correct = advanced proficient (score 5)

SCORING RUBRIC Page 68

0
The student has no response or indicates "I don't know"

1
The student attempts to address the skill, but incorrectly

3
The student shows an understanding of the skill but is inconsistent

5
The student addresses the skill and applies it consistently

Measure literal comprehension

Measure inferential comprehension

Measure evaluative comprehension

ASSESSMENT: Comprehension Exercise

Student will read the following passage and answer comprehension questions.

When the boy left home he walked to school. He met his friends and they ran all the way to class. He saw his teacher writing on the chalkboard. She was putting the spelling words on the board.

- Where did the boy go?
- Who did the boy meet?
- How did he get to school?
- Why was he going to school?
- What do you think he will study today?
- Do you think the boy likes school?
- Why or why not?
- What did you think of the story?
- How is this student like you?

For each comprehension category score as follows:

1 correct = partially proficient (score 1)
2 correct = proficient (score 3)
3 correct = advanced proficient (score 5)

SAMPLE – INITIAL PLACEMENT: READING

C-12

CONTENT CHECKLIST
Page 67

ASSESSMENT: CLOZE Exercise - Word Meaning Exercise

1) Student should fill in the blanks using the words from below.

The boys sat at their desks. They began to copy _____ list from the board. _____ heard the fire alarm _____. It was loud. The _____ lined up at the _____. The teacher led them _____.

door outside the ring students they

If the student fails to correctly fill in 4 of the above, stop testing.

2) While reading the following paragraph, the student will compose appropriate words when a blank line appears.

When the teacher and _____ got outside, they saw _____ principal. She said, "Good _____! You were very careful _____ followed directions well." The _____ felt proud of their _____ and were relieved that _____ was only a drill.

0 = No response
1 = Correctly places 3 words in paragraph 1
3 = Correctly places 6 words in paragraph 1
5 = Completes paragraph 1 and at least four appropriate word choices in paragraph 2.

(continued)

Measure word meaning

Measure literary elements and devices

SCORING RUBRIC
Page 68

0
The student has no response or indicates "*I don't know*"

1
The student attempts to address the skill, but incorrectly

3
The student shows an understanding of the skill but is inconsistent

5
The student addresses the skill and applies it consistently

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Workshop 2: Reading for Initial Placement (cont.)

CONTENT CHECKLIST
Page 67

ASSESSMENT: Literary Form Exercise

Student should read the two selections below and answer the following questions.

Danger! Poison! - If swallowed, call your doctor.

Jack and Jill

Jack and Jill went up the hill,
To fetch a pail of water.
Jack fell down and broke his crown,
And Jill came tumbling after.

Which one is the poem?
Which one is the warning?
Which one was written for fun?
Why was the other one written?

0 = no response
1 = attempted with incorrect responses
3 = at least 2 correct responses
5 = all responses correct

Measure literary forms

SCORING RUBRIC
Page 68

0
The student has no response, or indicates *"I don't know"*

1
the student attempts to address the skill, but incorrectly

3
The student shows an understanding of the skill but is inconsistent

5
The student addresses the skill and applies it consistently

SAMPLE – INITIAL PLACEMENT: READING

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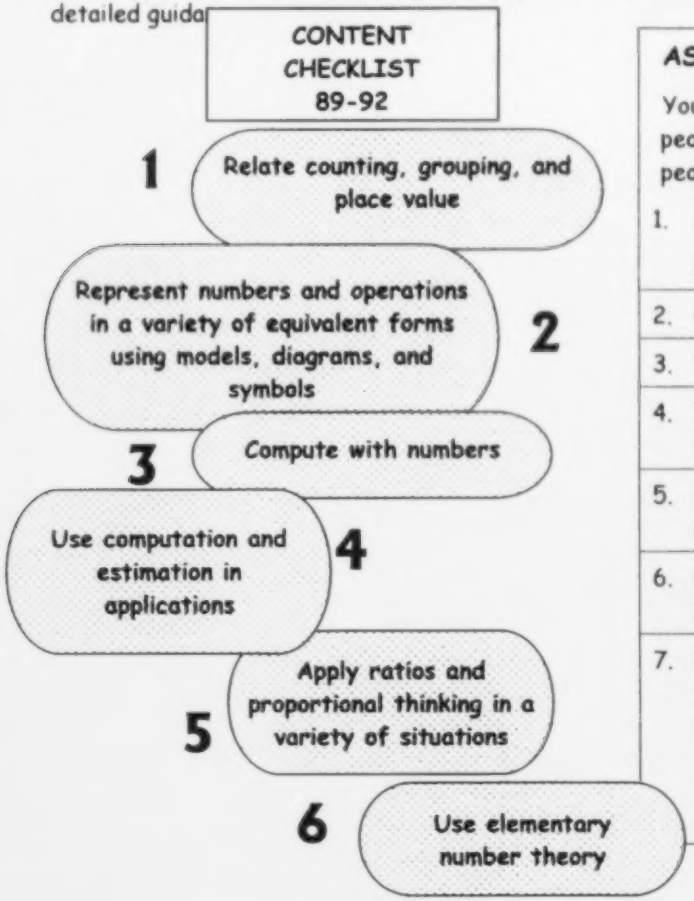
Workshop 3: Achievement in Mathematics Skill Area 1

Example of a MATHEMATICS ACHIEVEMENT performance-based task for measuring Skill Area One: **NUMBER SENSE, PROPERTIES, AND OPERATIONS** for students in grade 5. This task can be administered and responded to in either L1 or L2. This task addresses those points on the grade-appropriate checklist on pages 89-92, and which are referenced specifically in the right column next to each part of the assessment task below. Refer to these pages and the mathematics scoring rubric on page 125 **of the assessment guidebook** for more detailed guida


CONTENT CHECKLIST 89-92
1
Relate counting, grouping, and place value
Represent numbers and operations in a variety of equivalent forms using models, diagrams, and symbols
2
3
Compute with numbers
Use computation and estimation in applications
4
5
Apply ratios and proportional thinking in a variety of situations
6
Use elementary number theory

ASSESSMENT:	SEE CONTENT CHECKLIST PAGES 89-92
Your school is having a Family Fun Night! Last year 2,554 people attended the Fun Night. We would expect 25% more people to attend this year.	
1. How many people do you expect to attend? Show all work.	(1a,3a,4b-i,4d)
2. Round your answer to the nearest thousand.	(4a)
3. Write the above number in scientific notation.	(1b)
4. You would need at least ten stickers per person. Estimate how many stickers you would need for all of the people.	(4b-ii)
5. If 100 stickers cost $2.50, estimate how much money is needed to purchase the stickers?	(4c)
6. Now verify your estimation by solving the problem. Please show your work.	(4f-i)
7. If the PTA has given you $50, and you need to purchase tickets for $45 and the stickers, do you have enough money? Please show your answer on a number line. Circle a prime number in your number line.	(2b,6b,6d)

(continued)

-$100 -10 -5 0 5 10 +$100	
8. What is the scale of the number line? Please describe below.	(6b)
9. Please write one odd and one even number. odd _____ even _____	(6a)
After the Family Fun Night was over we need to decide which 5th grade booth was more profitable, the Go Fish Booth or the Fortune Telling Booth. The Go Fish Booth grossed $70 for the class. The Fortune Telling Booth grossed $50. 10. Show these gross earnings as a ratio	(5a)
11. The expense for the prizes in the Go Fish Booth was $40. What were the net earnings of the Go Fish Booth (gross earnings-expenses = net earnings)?	(5b)
12. The earnings of the Fortune Telling Booth were all profit. What were the total earnings of these two booths?	
13. What percentage of the total earnings was earned by each booth?	(5e, 5d)
14. If the 5th grade could only do one booth next year, which booth would you recommend they do? Explain your answer.	

SCORING RUBRIC
Page 125

0
No response or "I don't know"

1
Work indicates the student has no idea how to solve the problem

2
Work shows that student has some idea of what might be involved in solving the problem correctly

3
Work shows a logical understanding of how to solve the problem; however it will not lead to a correct answer

4
Work shows a logical understanding of how to solve the problem; there are minor errors in reaching the correct solution

5
Work shows a logical understanding how to solve the problem with no errors

Workshop 3: Achievement for Mathematics Skill Area 2

Example of a MATHEMATICS ACHIEVEMENT performance-based task for measuring Skill Area Two: **MEASUREMENT** for students in grade 8. This task can be administered and responded to in either L1 or L2. This assessment evaluates how well a student is able to respond to questions on measurement. The task addresses those points on the grade-appropriate content checklist, presented on pages 93-95 of the guidebook, and which are referenced in the right hand column next to each part of the assessment task below. Refer to these pages and the mathematics scoring rubric on page 125 **of the assessment guidebook** for more detailed guidance.

CONTENT CHECKLIST 93-95

1 Estimate the size of an object or compare objects

2 Select and use appropriate measurement instruments

3 Select and use appropriate units of measurement by type of unit and size of unit

4 Estimate, calculate or compare perimeter, area, volume, and surface area in meaningful contexts to solve mathematical and real-world problems

5 Apply measurement formulas for perimeter, area, volume, and surface area in problem setting situations

6 Convert from one measurement to another

7 Determine precision, accuracy, and error

8 Make and read scale drawings

9 Select appropriate methods of measurement

10 Apply the concept of rate to measurement situations

ASSESSMENT: "Fish Pond" Our class has been chosen to design a fish pond for the new courtyard. The courtyard is 20 feet by 20 feet. We want to make a circular pond in the middle of the courtyard. We need to leave 6 feet around the edge of the pond for benches and a walkway.	SEE CONTENT CHECKLIST PAGES 93-95
1. What is the maximum diameter of a circular pond that you can fit in this area? Please draw a diagram.	(2, 3a,3b,4a)
2. What is the area of the pond? Make sure to label and show work.	(5, 7b)

(continued)

3., The fish pond must be 4 feet deep. What is the volume of dirt that will be removed from the fish pond?	(5)
4. How many gallons of water will fill the pond?	(6)
5. We need a pump to circulate the water in the pond. If the pump we buy can pump 5 gallons per minute, how long will it take to filter all the water in the pond? Show work.	(10)
6. If you can have 1 inch of fish for every gallon of water, how many inches of fish can you have in the pond?	(7c)
7. If the average Koi is 6 inches long, estimate how many Koi can we buy for the pond?	(4a)
8. We are now ready to pave the courtyard with one-foot square patio blocks. Estimate how many blocks we will need to cover the courtyard.	(1)
9. Our pond is so beautiful that we want to keep the neighborhood cats out of the pond. We have now decided that we need to put a fence around the edge of the courtyard. How much fencing will we need?	(9, 5)
10. Using your diagram, make a scale drawing of the courtyard, pond, and fence. (You must include the Koi.)	(8)

SCORING RUBRIC
Page 125

0
No response or "I don't know"

1
Work indicates the student has no idea how to solve the problem

2
Work shows that student has some idea of what might be involved in solving the problem

3
Work shows a logical understanding of how to solve the problem; however it will not lead to a correct answer

4
Work shows a logical understanding of how to solve the problem; there are minor errors in reaching the correct solution

5
Work shows a logical understanding of how to solve the problem with no errors

SAMPLE – MATHEMATICS ACHIEVEMENT: MEASUREMENT

Workshop 3: Achievement in Mathematics Skill Area 3

Example of a MATHEMATICS ACHIEVEMENT performance-based task for measuring Skill Area Three: **GEOMETRY AND SPATIAL SENSE** for students in grade 3. This task can be administered and responded to in either L1 or L2. This assessment evaluates how well a student is able to respond to questions on geometry and spatial sense. This task addresses those points on the checklist relevant to this grade level, that are presented on pages 83-84 of the guidebook, and which are referenced in the right hand column next to each part of the assessment task below. Refer to these pages and the mathematics scoring rubric on page 125 of the assessment guidebook for more detailed guidance.

CONTENT CHECKLIST 83-84

1 Describe, visualize, draw and construct geometric figures given a verbal description

2 Investigate and predict results of combining, subdividing, and changing shapes

3 Identify the relationship (congruence, similarity) between a figure and its image under a transformation

6 Apply geometric properties and relationships in solving problems

7 Establish and explain relationships involving geometric concepts

8 Represent problem situations with geometric models and apply properties of figures in meaningful contexts to solve mathematical and real-world problems

ASSESSMENT:	SEE CONTENT CHECKLIST PAGES 83-84
Teacher will need to provide each student with 1 pattern block of each shape: hexagon, square, circle, rectangle, and triangle. Each should be a different color. If children are unable to draw the shapes then please allow the children to trace the pattern blocks. When you get to problem #10 please give the children more pattern blocks. Directions can be given in L1 or L2.	
1. Choose the pattern block that has 4 equal sides.	(1a)
2. Circle the name of this pattern block. 1) square 2) circle 3) triangle 4) rectangle 5) hexagon	
3. Draw the pattern block here. Color the *inside* of the shape the same color as the pattern block. Draw a circle around the *outside* of the shape.	(1a,6a)

(continued)

4. Draw the shape you would have if you put two of these blocks together.	(2)
5. Circle the name of the shape. 1) square 2) circle 3) triangle 4) rectangle 5) hexagon	
6. Trace each of your shapes below. If you can, draw one line of symmetry for each of your shapes.	(3a)
7. Put the square shape on the circle shape (teacher will need to walk around and check answers).	(6a)
8. Put the triangle shape ***between*** the circle shape and rectangle shape (teacher needs to walk around and check students answers).	(6a)
9. How many triangle shapes will fit around the square shape? Draw your answer here.	(7a,7b,2)
10. Make a straight road using one kind of block. Draw it here.	(8)

SCORING RUBRIC
Page 125

0
No response or "I don't know"

1
Work indicates the student has no idea how to solve the problem

2
Work shows that student has some idea of what might be involved in solving the problem correctly

3
Work shows a logical understanding of how to solve the problem; however it will not lead to a correct answer

4
Work shows a logical understanding of how to solve the problem; there are minor errors in reaching the correct solution

5
Work shows a logical understanding of how to solve the problem with no errors

SAMPLE – MATHEMATICS ACHIEVEMENT: GEOMETRY AND SPACIAL SENSE

Workshop 3: Achievement in Mathematics Skill Area 4

Example of a MATHEMATICS ACHIEVEMENT performance-based task for measuring Skill Area Four: **DATA ANALYSIS, STATISTICS, AND PROBABILITY** for students in grade 4. This task can be administered and responded to in either L1 or L2. This task addresses those points on the grade-appropriate checklist, that are presented on page 85 of the guidebook, and which are referenced in the right hand column next to each part of the assessment task below. Refer to these pages and the mathematics scoring rubric on page 125 **of the guidebook** for more detailed guidance.

CONTENT CHECKLIST Page 85

1 — Read, interpret, and make predictions using tables and graphs
   a) Read and interpret data
   b) Solve problems by estimating and computing

2 — Organize and display data and make inferences (use tables, bar graphs, pictograms, and line graphs)

10 — Determine the probability of a simple event (use sample space and the definition of probability to describe events)

11 — Apply the basic concept of probability to real-world situations

ASSESSMENT: Pizza survey	**See Content Checklist pg.85**
Adapt this survey to meet the needs of the class. For example, instead of pizza use ice cream or change the types of pizza. Design a simply survey form for the class to record answers. If you work with tally marks then the students can tally their answers and then have a column for the total number. When beginning this survey, divide the class into groups of four. Groups will report findings to the class, so that all students will work with the same numbers. Directions can be given in L1 or L2. • Get into groups of 4. Survey the class on their favorite pizza. • Each group reports findings. (Everyone in the class works with the same numbers).	
1. Using the class numbers have each student make a graph showing the class results in a a) bar graph b) table c) pictogram	(2a)
2. Which is the most popular pizza? _____	(1a)
3. How many more students like pepperoni pizza than cheese pizza? Write your answer_____	(1b)
4. If your school had a pizza party and you could order 25 pizzas, how many of each of the three kinds of pizza would you order? Record your answers. 1. _____ 2. _____ 3._____	(2a, 11a)
5. Pretend that you are giving this survey to 2 other classes. Each class has about the same number of students as our class. About how many students do you think would choose pepperoni pizza? Record your answers.	(11a)

SCORING: Use the rubric presented on page 125 of the assessment guidebook.

SAMPLE – MATHEMATICS ACHIEVEMENT: DATA ANALYSIS, STATISTICS, AND PROBABILITY

Workshop 3: Achievement in Mathematics Skill Area 5

Example of a MATHEMATICS ACHIEVEMENT performance-based task for measuring Skill Area Five: **ALGEBRA AND FUNCTIONS** for students in grade 3. This task can be administered and responded to in either L1 or L2. This task addresses those points on the grade-appropriate checklist, presented on page 86-87 of the guidebook, and which are referenced in the right column next to each part of the assessment task below. Refer to these pages and the mathematics scoring rubric on page 125 of the guidebook for more detailed guidance.

CONTENT CHECKLIST
Pages 86-87

1 Describe, extend, interpolate, transform, and create a wide variety of patterns and functional relationships
- a. Recognize them
- b. Extend them
- c. Create an example

2 Use multiple representations for situation to translate among diagrams, models, and symbolic expressions

3 Use number lines and rectangular coordinate systems as representational tools

4 Represent and describe solutions to linear equations and inequalities to solve mathematical and real-world problems

7 Use mathematical reasoning
- a. Make conjectures
- b. Validate and justify conclusions and generalizations

ASSESSMENT:	**SEE CONTENT CHECKLIST Pages 86-87**
Mary is 10 years old. John is 2 years older than Felipe. Felipe is 5 years younger than Mary.	
How old are John and Felipe? Record your answers. John is _____ Felipe is _____	(4a,7b)
Draw a number line and plot the ages of the three children.	(3a)
Make a table to show the ages of Mary and Felipe for the next ten years.	(1a, 1b, 1e)
Choose the number sentence that best shows the relationship between the ages of Mary and Felipe. *M = Mary's age* Please circle your answer. M - 5 = 5 M + 5 = 15 15 - M = 5	(2)
To score, use the rubric on page 125 of the assessment guidebok.	

SAMPLE – MATHEMATICS ACHIEVEMENT: ALGEBRA AND FUNCTIONS

Workshop 3: Achievement in Reading for Literary Experience

Example of a READING ACHIEVEMENT performance-based task for measuring Situation 1: **READING FOR LITERARY EXPERIENCE** for students in grades 1-4. This task can be administered and responded to in either L1 or L2. This assessment evaluates how well a student is able to respond to questions on literary experience. Refer to the grade-appropriate content checklist beginning on page 139, and the scoring rubric on page 157 of the guidebook.

CONTENT CHECKLIST
Page 139-140

Initial Understanding
Have an initial impression; understand the plot; describe the main character

Developing Interpretation
Understand what was read; describe how the plot evolved; describe how the main character changed

Personal Reflection and Response
Connect what was read with own background knowledge; address how main character changed ideas about a situation or issue; express how this story is similar or different from own experiences

ASSESSMENT

Students will read the story "Little Red Riding Hood."

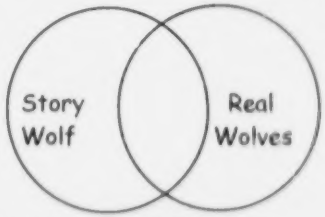
Students will work in cooperative learning groups.

1. Choose key vocabulary words and pre-teach them, i.e., *grandmother, wolf,* etc. Students may share the same word in their L1.
2. Read the story using a guided reading lesson style. Review story elements as you read, i.e., plot evolution, setting, character evolution, etc.
3. After reading, select two new and/or interesting words, define them, put into a sentence and/or illustrate.
4. Students retell the story in a story circle; each student taking turns adding the next segment.
5. Ask students to compare and contrast the story to an article that they may have read in a science/non-fiction book or to what they know about wolves.

Demonstrating a Critical Stance
Rewrite the story with a different setting and with a different character; describe how author addresses similarities or differences from his/her own experiences

6. Students break into three groups and list:
   a) Five interesting facts about real wolves
   b) Five interesting facts about the wolf in the story
   c) Five similarities

7. Using the lists, students and teacher create a Venn Diagram.



Overlapping area shows similarities.

8. Students will work individually to rewrite the story including a different setting and at least one new character.

SCORING: Use rubric provided on page 157 of the assessment guidebook.

RUBRIC
Page 157

0
No response, or
"I don't know"

1
The student demonstrates little or no understanding of material read

2
Understands overall meaning; makes relatively obvious connections and simple inferences

3
Understands overall meaning of text; provides inferential and literal information; connection between text and what the student infers is clear

4
Generalizes about topics and shows awareness of how authors compose and use literary devises; judges text critically and gives thorough answers that indicate careful thought

SAMPLE – READING ACHIEVEMENT: READING FOR LITERARY EXPERIENCE

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Workshop 3: Achievement in Reading to Be Informed

Example of a READING ACHIEVEMENT performance-based task for measuring Situation 2: **READING TO BE INFORMED** for students in grades 5-8. This task can be administered and responded to in either L1 or L2. This assessment evaluates how well a student is able to respond to questions on information gained from reading. Refer to the grade-appropriate content checklist on page 146, and the scoring rubric on page 158 **of the assessment guidebook**.

ASSESSMENT

Have students read article: " Fearsome Fossil Is Long in the Tooth"
by Tracey Wong Briggs, USA Today November 13, 1998.

"WASHINGTON—The remains of a gigantic dinosaur, as big as Tyrannosaurus rex and with jaws like a crocodile's, has been found in the remote Sahara desert, its discoverers announced Thursday.

The 36-foot-long *Suchomimus tenerensis*, representing a new genus and species, is a member of the fish-eating spinosaur family that was big enough to threaten other dinosaurs.

"It was the most dominant predator of its day" 100 million years ago, says team leader Paul Sereno, a University of Chicago paleontologist.

A 12-foot-tall cast skeleton reconstruction, at the National Geographic Society through Nov. 29, displays a skull 4 feet long and less than a foot wide at the base. Its jaw has more than 100 teeth designed to snatch and gulp fish, more like hooks than blades, Sereno says.

The two-legged predator had a long, slender neck, strong forearms and pincerlike thumbs with foot-long sickle-shaped claws that would have allowed it to snatch fish 4 or 5 feet long, he says.

Sereno's team found 70% of the skeleton, including the thumbclaw, the snout and the major leg bones. The claw, in fact, was laying exposed in the Tenere Desert of central Niger, where it was spotted Dec. 4 by team member David Varricchio. The findings are reported in today's issue of *Science* and will be in the December issue of *National Geographic*. The discovery represents the most complete spinosaur skeleton yet. Other classes of spinosaurs have been located in England, Egypt and Brazil.

"Its closest relative was not in Africa, but England," Sereno says, suggesting that the evolving spinosaurs were able to cross the seaway, perhaps on a land bridge between the two continents.

(continued)

CONTENT CHECKLIST Page 146

Initial Understanding

- Provide initial impression of what was read
- Know what the article is about
- Tell what the author thinks about the topic

Developing Interpretation

- Develop a complete understanding of what was read
- Know what caused the event
- Explain in what ways the author's thoughts are important to the topic or theme

Personal Reflection and Response

- Connect knowledge from the text with reader's background knowledge
- Relate what was read to a current event
- Relate what was read with what is known about the topic

Ask students to answer the following questions:

1) What was the article about?
2) Do you think this is a true story? What details tell you?
3) What does the author think about dinosaurs?
4) Summarize the article in your own words.
5) Tell who, where, what, when, why, and how the events happened.
6) List five facts that you know about dinosaurs.
7) List five facts you learned from reading the article.
8) What is important about the article?
9) What would you do if you found a dinosaur bone?
10) If you saw this dinosaur alive, how would you feel?
11) Why is the article titled "Fearsome Fossil"?

Demonstrating a Critical Stance

- Determine how useful the article is regarding a current event
- Improve on the author's argument

TO SCORE THIS TASK, SEE RUBRIC ON PAGE 158

Workshop 3: Achievement in Reading to Perform a Task

Example of a READING ACHIEVEMENT performance-based task for measuring Situation 3: **READING TO PERFORM A TASK** for students in grades 9-12. This task can be administered and responded to in either L1 or L2. This assessment evaluates how well a student is able to respond to/perform a task from information gained from reading. Refer to the grade-appropriate content checklist beginning on page 155, and the scoring rubric on page 159 **of the guidebook**.

ASSESSMENT: Ask students to read the following:

Asian Tacos

2 boneless, skinless chicken breast halves
1 teaspoon cornstarch
2 teaspoons orange juice
1/4 cup Kikkoman Stir-Fry Sauce
1 large clove garlic, pressed
1/4 teaspoon crushed red pepper
1 tablespoon vegetable oil
1/2 cup chopped green onions
10 taco shells
Taco fillings: fresh bean sprouts,
shredded Chinese cabbage,
red bell pepper strips, cilantro leaves

Cut chicken into strips. Blend cornstarch and orange juice; add next three ingredients, stirring to combine. Stir in chicken; let stand 30 minutes. Heat oil in hot wok or large skillet over high heat. Add chicken and stir-fry 3 minutes. Add green onions; stir-fry 30 seconds longer. Remove from heat and fill taco shells with desired amount of chicken and taco filling. Makes 4 to 6 servings.

CONTENT CHECKLIST
Pages 155-156

Initial Understanding

- Provide initial impression of what was read
- Determine from what they read, what it will help them do
- Determine first step in performing the task

Developing Interpretation

- Determine the final outcome in performing the task
- Determine what is required before addressing the first step in performing the task

Personal Reflection and Response

- Ascertain what information is needed that is not already there before performing this task
- Describe a situation where a step could be omitted as the task is performed.

After reading the recipe, the student will answer the following questions.

1. Why does this recipe seem interesting to you?
2. What will you be able to do with this recipe?
3. If you were going to make this recipe, what would you do first?
4. After you made the recipe, how would you serve this dish?
5. What else could you serve with this dish?
6. What would you need to have to make this recipe?
7. Where would you find these ingredients if they were not in your house?
8. What step could you leave out and still make the recipe?
9. What problem would you have if you did not have chicken?
10. If you did not know "stir fry," how would you make this recipe?

Demonstrating a Critical Stance:

- Expresses why other information that is not there is needed to complete the task
- Describes what would happen in a situation where a step could be omitted as they perform the task.

TO SCORE THIS TASK, SEE RUBRICS ON PAGE 159

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